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ABSTRACT

This document was prepared as a focusing tool related to national, regional, and state Summits for Student Support Administrators as they explore ideas for Moving Forward in New Directions. Contained are a concept paper entitled: "New Directions for Student Support" and a set of related resource aids. The concept paper focuses on: the need for enhancing how schools address barriers to student learning; the ways in which current student support are fragmented and marginalized; and rethinking student and teacher supports in terms of (a) the need for a policy shift, (b) guidelines for a student support component, and (c) reframing how schools address barriers to learning. Then, the paper offers some suggestions in response to the question: where do we go from here? Specifically, it is suggested that policy action is needed to guide and facilitate the development of a potent component to address barriers to learning (and support the promotion of healthy development) at every school. Moreover, it is stressed that the policy should specify that such an enabling (or learning support) component is to be pursued as a primary and essential facet of school improvement and in ways that complement, overlap, and fully integrate with the instructional component. Finally, a set of guidelines to accompany the policy are outlined. A resource aid is provided related to each recommendation to enhance understanding of the points discussed and to assist those who are pursuing new directions. (GCP)

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A Center Concept Paper
& Accompanying Resource Aids . . .

Rethinking Student Support to Enable Students to Learn and Schools to Teach

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CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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Preface

This document was prepared as a focusing tool related to national, regional, and state Summits for Student Support Administrators as they explore ideas for Moving Forward in New Directions. Contained are a concept paper entitled: *New Directions for Student Support* and a set of related resource aids.

The concept paper first focuses on

> the need for enhancing how schools address barriers to student learning
>
> the ways in which current student support are fragmented and marginalized
>
> rethinking student and teacher supports in terms of (a) the need for a policy shift, (b) guidelines for a student support component, and (c) reframing how schools address barriers to learning.

Then, the paper offers some suggestions in response to the question:

Where Do We Go From Here?

Specifically, it is suggested that policy action is needed to guide and facilitate the development of a potent component to address barriers to learning (and support the promotion of healthy development) at every school. Moreover, it is stressed that the policy should specify that such an enabling (or learning support) component is to be pursued as a primary and essential facet of school improvement and in ways that complement, overlap, and fully integrate with the instructional component. Finally, a set of guidelines to accompany the policy are outlined.

A resource aid is provided related to each recommendation to enhance understanding of the points discussed and to assist those who are pursuing new directions.

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New Directions for Student Support

School systems are not responsible for meeting every need of their students.
But when the need directly affects learning, the school must meet the challenge.
Carnegie Task Force on Education of Young Adolescents (1989)

Given the range of student learning, behavior, and emotional problems experienced each day by teachers and families, meeting the challenge is complex. Efforts to do so are handicapped by the way in which student support interventions currently are conceived, organized, and implemented.

Student supports usually are mandated, developed, and function in relative isolation of each other. The result is an ad hoc and fragmented enterprise that does not meet the needs encountered at most schools (see Figure 1).

Over the many years that school reform has focused on improving instruction, little or no attention has been paid to rethinking student supports. As a result, essential resources are not being used in ways that are essential if schools are to accomplish their mission. This concept paper highlights the problem and suggests new directions.

Addressing Barriers to Learning . . . Everyday at School

Ask any teacher: "Most days, how many of your students come to class motivationally ready and able to learn what you have planned to teach them?" We have asked that question across the country. The consistency of response is surprising and disturbing.

In urban and rural schools serving economically disadvantaged families, teachers tell us that about 10 to 15% of their students fall into this group. In suburbia, teachers usually say 75% fit that profile.

Talk with students: Student surveys consistently indicate that alienation, bullying, harassment, and academic failure at school are widespread problems. Discussions with groups of students and support staff across the country suggest that many students who dropout are really "pushed out."

Ironically, many young teachers who "burnout" quickly could also be described as pushouts.

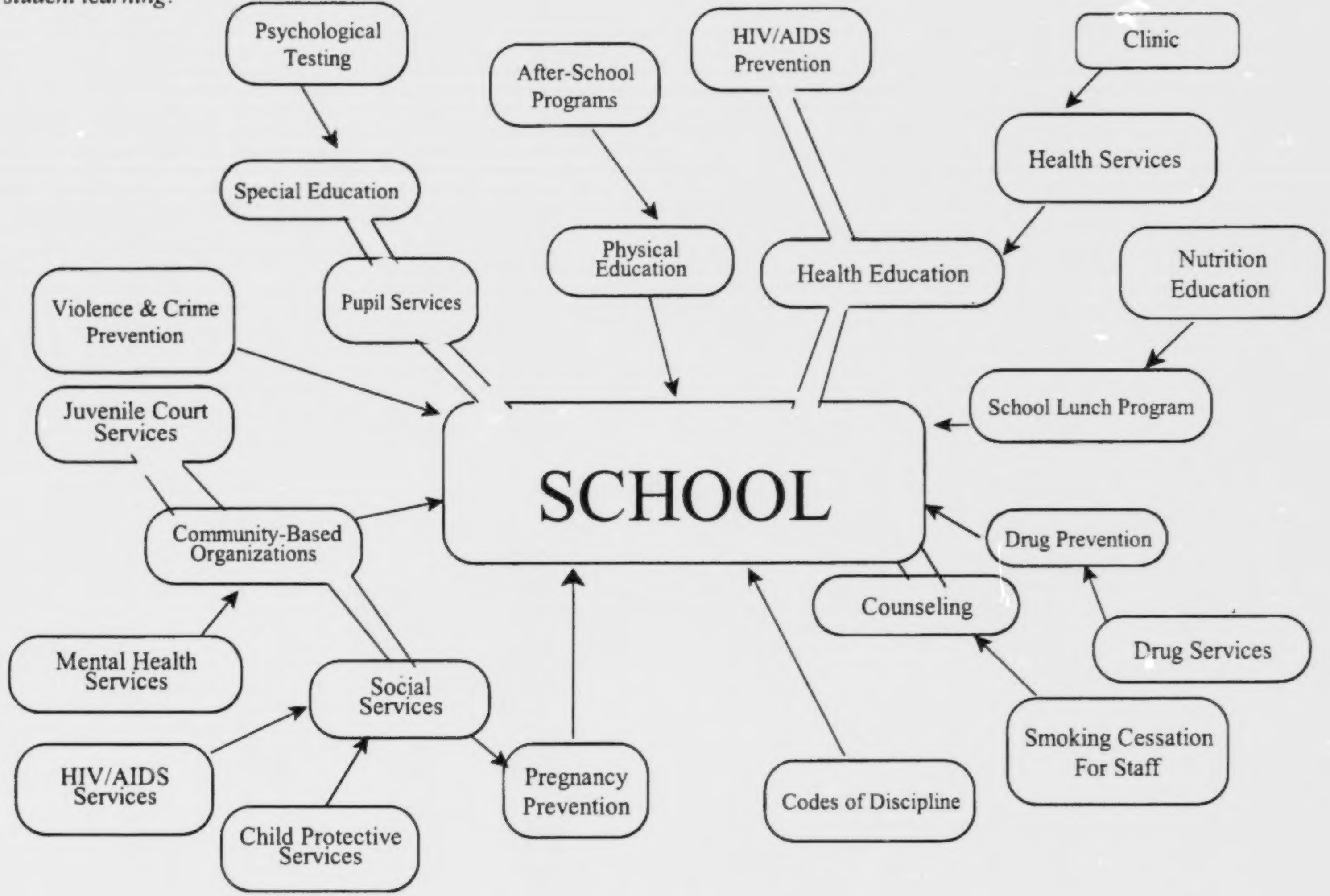
Although reliable data do not exist, many policy makers would agree that at least 30 percent of the public school population in the U.S. are not doing well academically and could be described as having learning and related behavior problems. In recent years, about 50% of students assigned a special education diagnosis were identified as having a learning disability (LD). Such numbers are far out of proportion with other disability diagnoses, and this has led to a policy backlash. If estimates are correct, about 80% of those diagnosed as having LD in the last part of the 20th century actually did not. This is not to deny that they had problems learning at school or to suggest that they didn't deserve assistance in overcoming their problems.

Given the above, it is not surprising that teachers, students, and their families continuously ask for help. And, given the way student supports currently operate, it is not surprising that few feel they are receiving the help they need.

Schools must be able to prevent and respond appropriately each day to a variety of barriers to learning and teaching. Those that can't are ill-equipped to raise test scores to high levels.

Figure 1. *Talk About Fragmented!*

Which of these addresses barriers to student learning?


Psychological Testing
After-School Programs
HIV/AIDS Prevention
Clinic
Special Education
Health Services
Physical Education
Health Education
Nutrition Education
Violence & Crime Prevention
Pupil Services
School Lunch Program
Juvenile Court Services
SCHOOL
Community-Based Organizations
Drug Prevention
Counseling
Drug Services
Mental Health Services
Social Services
HIV/AIDS Services
Pregnancy Prevention
Codes of Discipline
Smoking Cessation For Staff
Child Protective Services

Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998).
Edited by E. Marx & S.F. Wooley with D. Northrop.
New York: Teachers College Press.

Current Student Support is Fragmented and Marginalized

Most teachers and administrators have a clear picture of the external and internal factors that interfere with effective learning and teaching at their school. And they aren't making excuses, they are stating facts. Moreover, they are aware of the need to help address such barriers. This awareness is reflected in the considerable expenditure of resources for student support programs and services and the growing number of initiatives for school-community collaboration. Now, the *No Child Left Behind Act* has set in motion events that will require even more "supplemental services."

Looked at as a whole, most districts offer a wide range of support programs and services. Some are provided throughout a school district, others are carried out at or linked to targeted schools. Some are owned and operated by schools; some are from community agencies. The interventions may be for all students in a school, for those in specified grades, for those identified as "at risk," and/or for those in need of compensatory education.

Student and teacher supports are provided by various divisions in a district, each with a specialized focus such as curriculum and instruction, student support services, compensatory education, special education, language acquisition, parent involvement, intergroup relations, and adult and career education. Such divisions usually are organized and operate as relatively independent entities. For example, many school-owned and operated services are offered as part of what are called pupil personnel services or support services. Federal and state mandates tend to determine how many pupil services professionals are employed, and states regulate compliance with mandates. Governance of their work usually is centralized at the district level. In large districts, counselors, psychologists, social workers, and other specialists may be organized into separate units, overlapping regular, special, and compensatory education. The delivery mechanisms and formats are outlined in the Exhibit on the following page.

At the school level, analyses of the current state of affairs find a tendency for student support staff to function in relative isolation of each other and other stakeholders, with a great deal of the work oriented to discrete problems and with an overreliance on specialized services for individuals and small groups. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other. Such fragmentation not only is costly in terms of redundancy and counterproductive competition, it works against developing cohesive approaches and maximizing results.[1]

In short, although various divisions and support staff usually must deal with the same common barriers to learning (e.g., poor instruction, lack of parent involvement, violence and unsafe schools, poor support for student transitions, disabilities), they tend to do so with little or no coordination, and sparse attention to moving toward integrated efforts. Furthermore, in every facet of a school district's operations, an unproductive separation often is manifested between staff focused directly on instruction and those concerned with student support. It is not surprising, then, how often efforts to address barriers to learning and teaching are planned, implemented, and evaluated in a fragmented, piecemeal manner (again see Figure 1).

Moreover, despite the variety of activity across a school district, it is common knowledge that few schools come close to having enough resources to respond when confronted with a large number of students experiencing barriers to learning. Many schools offer only bare essentials. Too many schools do not even meet basic needs. Thus, it comes as no surprise to those who work in schools each day that teachers often do not have the supports they need when they identify students who are having learning and related behavior problems.

Clearly, school improvement and capacity building efforts (including pre and in service staff development) have yet to deal effectively with the enterprise of providing supports for students and teachers. And, the simple psychometric reality is that in schools where a large proportion of students encounter major barriers to learning, test score averages are unlikely to increase adequately until such supports are rethought and redesigned. Schools that do not take steps to do so will remain ill-equipped to meet their mission.

Exhibit

Student Support Delivery Mechanisms and Related Formats

1. ***School-Financed Student Support Services*** – Most school districts employ pupil services professionals such as school psychologists, counselors, and social workers to perform services related to psychosocial and mental and physical health problems (including related services designated for special education students). The format for this delivery mechanism tends to be a combination of centrally-based and school-based programs and services.

2. ***Classroom-Based Curriculum and Special "Pull Out" Interventions*** – Most schools include in some facet of their curriculum a focus on enhancing social and emotional functioning. Specific instructional activities may be designed to promote healthy social and emotional development and/or prevent psychosocial problems such as behavior and emotional problems, school violence, and drug abuse. And, of course, special education classrooms always are supposed to have a constant focus on mental health concerns. Three formats have emerged:

   integrated instruction as part of the regular classroom content and processes
   specific curriculum or special intervention implemented by personnel specially trained to carry out the processes
   curriculum approach is part of a multifaceted set of interventions designed to enhance positive development and prevent problems

3. ***School-District Specialized Units*** – Some districts operate specific units that focus on specific problems, such as safe and drug free school programs, child abuse, suicide, and mental and physical health (sometimes including clinic facilities, as well as providing outreach services and consultation to schools).

4. ***Formal Connections with Community Services*** – Increasingly, schools have developed connections with community agencies, often as the result of school-linked services initiatives (e.g., full service schools, family resource centers), the school-based health center movement, and efforts to develop systems of care ("wrap-around" services for those in special education). Four formats have emerged:

   co-location of community agency personnel and services at schools
   formal linkages with agencies to enhance access and service coordination for students and families at the agency, at a nearby satellite office, or in a school-based or linked family resource center
   formal partnerships between a school district and community agencies to establish or expand school-based or linked facilities that include provision of various services
   contracting with community providers to provide needed student services

5. ***Comprehensive, Multifaceted, and Integrated Approaches*** – A few school districts have begun the process of reconceptualizing their piecemeal and fragmented approaches to addressing barriers that interfere with students having an equal opportunity to succeed at school. They are starting to restructure their student support services and weave them together with community resources and integrate all this with instructional efforts that effect healthy development. The intent is to develop a full continuum of programs and services encompassing efforts to promote positive development, prevent problems, respond as early-after-onset as is feasible, and offer treatment regimens. psychosocial and mental and physical health concerns are a major focus of the continuum of interventions. Efforts to move toward comprehensive, multifaceted approaches are likely to be enhanced by initiatives to integrate schools more fully into systems of care and the growing movement to create community schools. Three formats are emerging:

   mechanisms to coordinate and integrate school and community services
   initiatives to restructure student support programs and services and integrate them into school reform agendas
   community schools

Rethinking Student and Teacher Supports

Policy makers have come to appreciate that limited intervention efficacy is related to the widespread tendency for programs to operate in isolation. Concerns have been particularly voiced about categorically funded programs, such as those created to reduce learning and behavior problems, substance abuse, violence, school dropouts, teen pregnancy, and delinquency. And, some initiatives have been designed to reduce the *fragmentation*. However, policy makers have failed to deal with the overriding issue, namely that addressing barriers to development and learning remains a *marginalized* aspect of school policy and practice. The whole enterprise is treated as supplementary (often referred to as auxiliary services).

> The degree to which marginalization is the case is seen in the lack of attention given to addressing barriers to learning and teaching in consolidated school improvement plans and certification reviews. It is also seen in the lack of attention to mapping, analyzing, and rethinking how the resources used to address barriers are allocated. For example, educational reformers virtually have ignored the need to reframe the work of pupil services professionals and other student support staff. All this seriously hampers efforts to provide the help teachers and their students so desperately need.

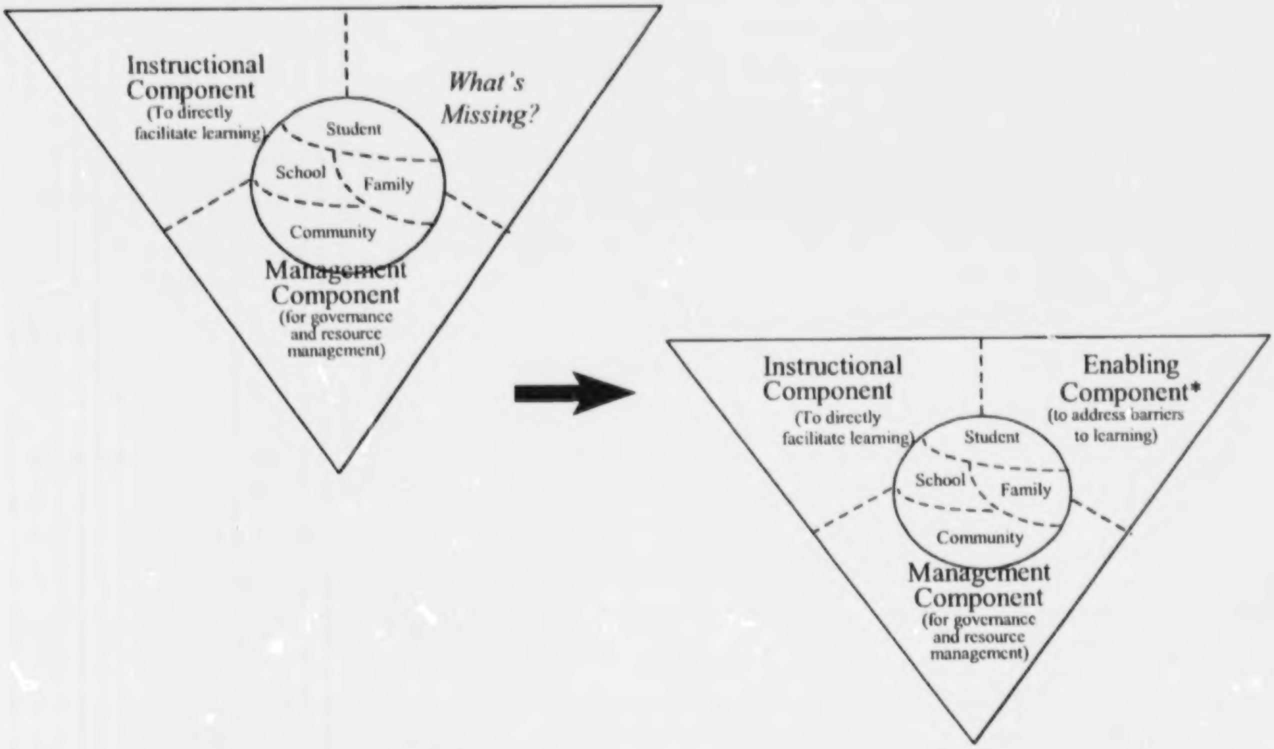
Needed:
A Policy Shift

Current policies designed to enhance support for teachers, students, and families are seriously flawed. It is unlikely that an agenda to enhance academics can succeed in the absence of concerted attention to ending the marginalized status of efforts to address barriers to learning and teaching.

Increased awareness of policy deficiencies has stimulated analyses that indicate current policy is dominated by a two-component model of school improvement. That is, the primary thrust is on improving instruction and school management. While these two facets obviously are essential, addressing barriers effectively requires a third component – a component to enable students to learn and teachers to teach (see Figure 2). Such an "enabling" component provides both a basis for combating marginalization and a focal point for developing a comprehensive framework to guide policy and practice. To be effective, however, it must be established as essential and fully integrated with the other two components in policy and practice.

Various states and localities are moving in the direction of a three component approach for school improvement. In doing so, they are adopting different labels for their enabling component. For example, the California Department of Education and districts such as the Los Angeles Unified School District have adopted the term Learning Supports. So has the New American Schools' Urban Learning Center comprehensive school reform model. Some states use the term "Supportive Learning Environment." The Hawaii Department of Education calls it a Comprehensive Student Support System (CSSS). In each case, there is recognition at a policy level that schools must do much more to enable *all* students to learn and *all* teachers to teach effectively. In effect, the intent, over time, is for schools to play a major role in establishing a school-community continuum of interventions ranging from a broad-based emphasis on promoting healthy development and preventing problems, through approaches for responding to problems early-after-onset, and extending on to narrowly focused treatments for severe problems (see Figure 3).

Figure 2. Moving from a two- to a three-component model for reform and restructuring.


Instructional Component
(To directly facilitate learning)
What's Missing?
Student
School
Family
Community
Management Component
(for governance and resource management)
Instructional Component
(To directly facilitate learning)
Enabling Component*
(to address barriers to learning)
Student
School
Family
Community
Management Component
(for governance and resource management)

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

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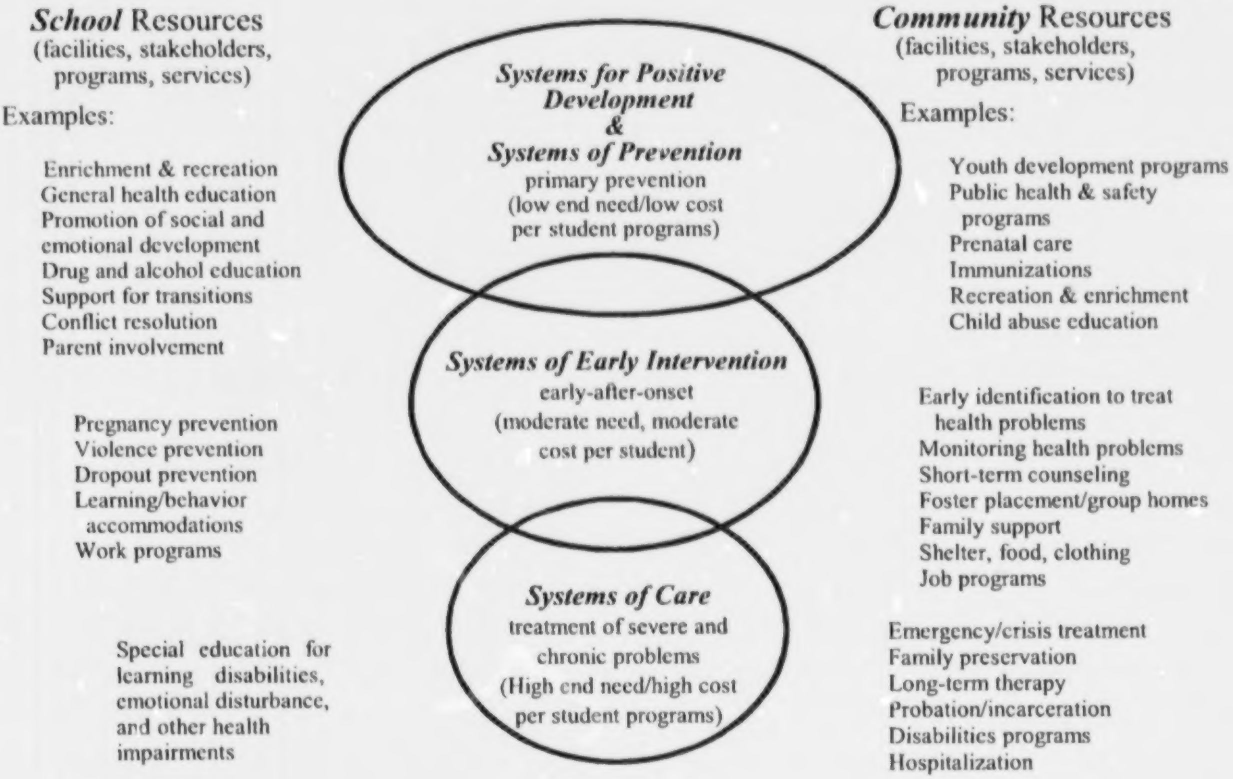
Figure 3. Interconnected systems for meeting the needs of all youngsters.


School Resources
(facilities, stakeholders, programs, services)
Examples:
Enrichment & recreation
General health education
Promotion of social and emotional development
Drug and alcohol education
Support for transitions
Conflict resolution
Parent involvement
Pregnancy prevention
Violence prevention
Dropout prevention
Learning/behavior accommodations
Work programs
Special education for learning disabilities, emotional disturbance, and other health impairments
Systems for Positive Development & Systems of Prevention
primary prevention
(low end need/low cost per student programs)
Systems of Early Intervention
early-after-onset
(moderate need, moderate cost per student)
Systems of Care
treatment of severe and chronic problems
(High end need/high cost per student programs)
Community Resources
(facilities, stakeholders, programs, services)
Examples:
Youth development programs
Public health & safety programs
Prenatal care
Immunizations
Recreation & enrichment
Child abuse education
Early identification to treat health problems
Monitoring health problems
Short-term counseling
Foster placement/group homes
Family support
Shelter, food, clothing
Job programs
Emergency/crisis treatment
Family preservation
Long-term therapy
Probation/incarceration
Disabilities programs
Hospitalization

Guidelines for a Student Support Component

The following outline provides a set of guidelines for a school's student support component. Clearly, no school currently offers the nature and scope of what is embodied in the outline. In a real sense., the guidelines define a vision for student support.

---

*GUIDELINES FOR A STUDENT SUPPORT COMPONENT**

1. Major Areas of Concern Related to Barriers to Student Learning

1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)

1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)

1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

2.1 Primary prevention

2.2 Intervening early after the onset of problems

2.3 Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)

3.2 Addressing external and internal barriers to student learning and performance

3.3 Providing social/emotional support for students, families, and staff

(cont.)

*Adapted from: *Mental Health in Schools: Guidelines, Models, Resources, and Policy Considerations* a document developed by the Policy Leadership Cadre for Mental in Schools. Available from the Center for Mental Health in Schools at UCLA. Downloadable from the Center's website at: http://smhp.psych.ucla.edu

Guidelines for a Student Support Component (cont.)

4. *Specialize Student and Family Assistance (Individual and Group)*

4.1 Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)

4.2 Referral, triage, and monitoring/management of care

4.3 Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)

4.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services

4.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus

4.6 Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. *Assuring Quality of Intervention*

5.1 Systems and interventions are monitored and improved as necessary

5.2 Programs and services constitute a comprehensive, multifaceted continuum

5.3 Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development

5.4 School-owned programs and services are coordinated and integrated

5.5 School-owned programs and services are connected to home & community resources

5.6 Programs and services are integrated with instructional and governance/management components at schools

5.7 Program/services are available, accessible, and attractive

5.8 Empirically-supported interventions are used when applicable

5.9 Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)

5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)

5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)

5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. *Outcome Evaluation and Accountability*

6.1 Short-term outcome data

6.2 Long-term outcome data

6.3 Reporting to key stakeholders and using outcome data to enhance intervention quality

Reframing How Schools Address Barriers to Learning

School-wide approaches to address barriers to learning are especially important where large numbers of students are not doing well and at any school that is not yet paying adequate attention to equity and diversity. Leaving no child behind means addressing the problems of the many who are not benefitting from instructional reforms. Because of the complexity of ensuring that all students have an equal opportunity to succeed at school, policy makers and practitioners need an operational framework to guide development of a comprehensive, multifaceted, and cohesive enabling/learning supports component.

Pioneering efforts have operationalized such a component into six programmatic arenas. Based on this work, the intervention arenas are conceived as

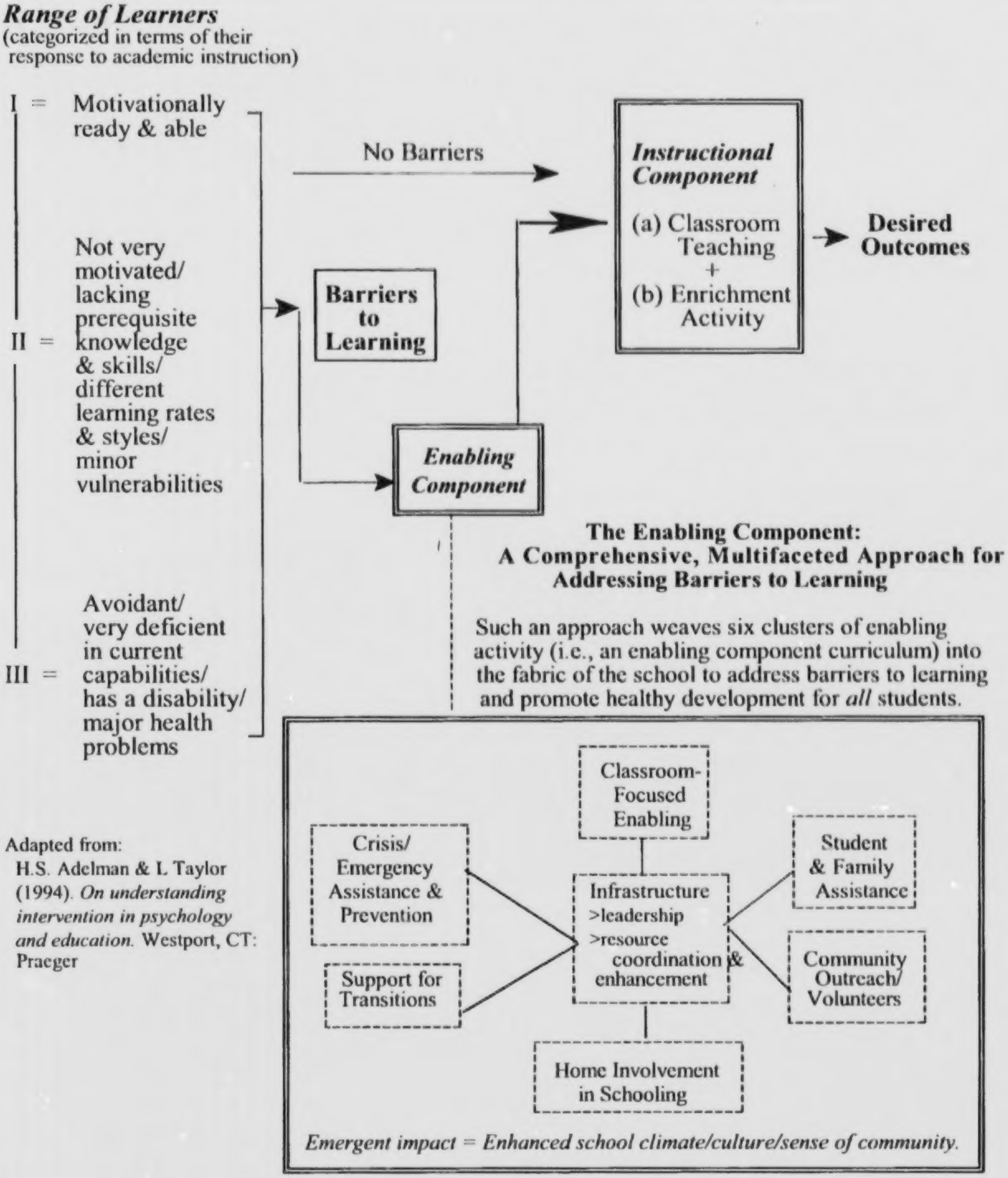
> *enhancing regular classroom strategies to enable learning* (i.e., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems)
>
> *supporting transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)
>
> *increasing home and school connections*
>
> *responding to, and where feasible, preventing crises*
>
> *increasing community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)
>
> *facilitating student and family access to effective services and special assistance as needed.*

As a whole, this six area framework provides a unifying, umbrella to guide the reframing and restructuring of the daily work of all staff who provide learning supports at a school (see Figure 4 and Appendix A).

Research on this type of comprehensive approach for addressing barriers to learning is still in its infancy. There are, of course, many "natural" experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters' well-being. It is obvious that those who can afford such interventions understand their value.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development. Examples of this research-base have been organized into the above six areas and are highlighted in Appendix B.

Figure 4. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Enabling Component
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Infrastructure
>leadership
>resource coordination & enhancement
Student & Family Assistance
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

The Enabling Component:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Emergent impact = Enhanced school climate/culture/sense of community.

Adapted from:
H.S. Adelman & L Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger

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Where Do We Go From Here?

Policy action is needed to guide and facilitate the development of a potent component to address barriers to learning (and support the promotion of healthy development) at every school. The policy should specify that such an enabling (or learning support) component is to be pursued as a primary and essential facet of school improvement and in ways that complement, overlap, and fully integrate with the instructional component (see Resource Aid A).

Guidelines accompanying the policy need to cover how to:

(1) *phase-in* development of the component's six programmatic facets at every school (see Resource Aid B)[2]

(2) *expand standards and accountability indicators* for schools to ensure this component is fully integrated with the instructional component and pursued with equal effort in policy and practice (see Resource Aid C).

(3) *restructure* at every school and district-wide with respect to

> redefining administrative roles and functions to ensure there is dedicated administrative leadership that is authorized and has the capability to facilitate, guide, and support the systemic changes for ongoing development of such a component at every school (see Resource Aid D)
>
> reframing the roles and functions of pupil services personnel and other student support staff to ensure development of the component[3] (see Resource Aid E)
>
> redesigning the infrastructure to establish a team at every school and district-wide that plans, implements, and evaluates how resources are used to build the component's capacity[4] (see Resource Aid F)

(4) *weave resources into a cohesive and integrated continuum of interventions over time*. Specifically, school staff responsible for the component should be mandated to collaborate with families and community stakeholders to evolve systems for (a) promoting healthy development and preventing problems, (b) intervening early to address problems as soon after onset as feasible, and (c) assisting those with chronic and severe problems (see Resource Aid G)

In addition, policy efforts should be made to move

> *boards of education* toward establishing a standing subcommittee focused specifically on ensuring effective implementation of the policy for developing a component to address barriers to student learning at each school (see Resource Aid H)
>
> *pre- and in-service programs* for school personnel toward including a substantial focus on the concept of an enabling component and how to operationalize it at a school in ways that fully integrate with instruction (see Resource Aid I).

Concluding Comments

Early in the 21st century, the following state of affairs is evident:

> Too many kids are not doing well in schools.
>
> To change this, schools must play a major role in addressing barriers to learning.
>
> However, support programs and services as they currently operate are *marginalized* in policy and practice and can't meet the needs of the majority of students experiencing learning, behavior, and emotional problems.
>
> Rather than address the problems surrounding school-owned support programs and services, policy makers seem to have become enamored with the concept of school-linked services, as if adding a few community health and social services to a few schools is a sufficient solution.

Policy makers at all levels need to understand the full implications of all this. Limited efficacy seems inevitable as long as the full continuum of necessary programs is unavailable and staff development remains deficient; limited cost effectiveness seems inevitable as long as related interventions are carried out in isolation of each other; limited systemic change is likely as long as the entire enterprise is marginalized in policy and practice. Given all this, it is not surprising that many in the field doubt that major breakthroughs can occur without a comprehensive, multifaceted, and integrated continuum of interventions. Such views add impetus to major initiatives that are underway designed to restructure the way schools operate in addressing learning and behavior problems.

A major shift in policy thinking is long overdue. First, policy makers must rework policies for linking community services to schools. Then, they must rethink how schools, families, and communities can meet the challenge of addressing persistent barriers to student learning and at the same time enhance how all stakeholders work together to promote healthy development.

Why must school-linked services be reworked? The social marketing around "school-linked, integrated services" has led some policy makers to the mistaken impression that community resources alone can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view linking community services to schools as a way to free-up dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school-community collaboration are in place, community agencies find their resources stretched to the limit.

Another problem is that overemphasis on school-linked services exacerbates tensions between school district service personnel and their counterparts in community based organizations. As "outside" professionals offer services at schools, school specialists often view the trend as discounting their skills and threatening their jobs. At the same time, the "outsiders" often feel unappreciated and may be rather naive about the culture of schools. Conflicts arise over "turf," use of space, confidentiality, and liability. Thus, competition rather than a substantive commitment to collaboration remains the norm.

Awareness is growing that there can never be enough school-based and linked "support services" to meet the demand in many public schools. Moreover, it is becoming more and more evident that efforts to address barriers to student learning will continue to be marginalized in policy and practice as long as the focus is narrowly on providing "services."

Fortunately, pioneering initiatives around the country are demonstrating ways to broaden policy and practice. These initiatives recognize that to enable students to learn and teachers to teach, there must not only be effective instruction and well-managed schools, but barriers to learning must be handled in a comprehensive way. Those leading the way are introducing new frameworks for a comprehensive, multifaceted, and cohesive continuum of programmatic interventions. In doing so, their work underscores that (a) current reforms *are based on an inadequate two component model* for restructuring schools, (b) movement to a three component model is necessary if schools are to benefit all young people appropriately, and (c) all three components must be integrated fully in school improvement initiatives.

The third component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. In some places, this is called an Enabling Component; other places use the term learning support component or a component for a supportive learning environment or a comprehensive student support system. Whatever it is called, the important point is that all three components are seen as necessary, complementary, and overlapping and that efforts to address barriers to development, learning, and teaching must be not be marginalized in policy and practice.

The next decade must mark a turning point for how schools and communities address the problems of children and youth. In particular, the focus must be on initiatives to reform and restructure how schools work to prevent and ameliorate the many learning, behavior, and emotional problems experienced by students. This means reshaping the functions of all school personnel who have a role to play in addressing barriers to learning and promoting healthy development. There is much work to be done as public schools across the country are called upon to leave no child behind.

Endnotes:

1. See:

   Adelman, H.S., & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry, 67,* 408-421.

   Adelman, H.S., & Taylor, L. (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children's Services: Social Policy, Research, and Practice, 3,* 117-132.

   Adelman, H.S., & Taylor, L. (2002). Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning. *Childhood Education, 78,* 261-268.

2. The resource aids that accompany this document are intended to enhance understanding of the discussion and aid pursuit of new directions.

3. See:

   Center for Mental Health in Schools (2001). *Framing New Directions for School Counselors, Psychologists, & Social Workers.* Los Angeles: Author at UCLA.

4. See:

   Center for Mental Health in Schools (2001).*Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.* Los Angeles: Author at UCLA.

   Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning.* Los Angeles: Author at UCLA.

Appendix A

Framing a School's Student Support Component for Addressing Barriers to Learning: Major Examples of Activity in Each of the 6 Curriculum Areas of an Enabling Component

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately. They recognize that to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. All three components are seen as essential, complementary, and overlapping. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support System". By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas. Examples for each are offered on the following pages.[1]

A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve this type of comprehensive approach to addressing barriers to student learning. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components. It also includes reframing the roles of education support personnel.[2]

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[1] A set of surveys covering the six areas is available from the Center for Mental Health in Schools at UCLA (download at http://smhp.psych.ucla.edu). These can be used as part of a school's self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner.

[2] Documents describing infrastructure mechanisms and new roles for support staff also are available from the Center for Mental Health in Schools at UCLA and can be downloaded from the website.

Table A

"Curriculum" Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Table A (cont). **"Curriculum" Areas for an Enabling Component**

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Appendix B

ADDRESSING BARRIERS TO STUDENT LEARNING & PROMOTING HEALTHY DEVELOPMENT: A USABLE RESEARCH-BASE

As schools evolve their improvement plans in keeping with higher standards and expectations and increased accountability, most planners recognize they must include a comprehensive focus on addressing barriers to student learning and promoting healthy development.[1-15] This awareness finds support in an extensive body of literature. It is illustrated by a growing volume of research on the value of schools, families, and communities working together to provide supportive programs and services that enable students to learn and teachers to teach.[16-22] Findings include improved school attendance, fewer behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.[23]

> School systems are not responsible for meeting every need of their students.
>
> But when the need directly affects learning, the school must meet the challenge.
>
> Carnegie Council
> Task Force (1989)

Given the promising findings, state and local education agencies all over the country are delineating ways to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance. Among the many initiatives underway is *Success4*[24] spearheaded by the Iowa State Department of Education. That department recently asked our Center to identify for policy makers research clarifying the importance of and bases for such initiatives. The following is what we provided.

About the Research Base

At the outset, we note that research on comprehensive approaches for addressing barriers to learning is still in its infancy. There are, of course, many "natural" experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters' well-being. It is obvious that those who can afford such interventions understand their value. And, not surprisingly, most indicators of well-being, including higher achievement test scores, are correlated with socio-economic status. Available data underscore societal inequities that can be remedied through public financing for comprehensive programs and services.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development.[24]

The research-base is highlighted below by organizing examples into the six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development, (2) enhancing school capacity to handle transition concerns confronting students and families, (3) responding to, minimizing impact of, and preventing crisis, (4) enhancing home involvement, (5) outreaching to the community to build linkages and collaborations, and (6) providing special assistance to students and families.

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches for promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

- Many forms of *prereferral intervention programs* have shown success in reducing learning and behavior problems and unnecessary referrals for special assistance and special education.[25-31]

- Although only a few *tutoring programs* have been evaluated systematically, available studies report positive effects on academic performance when tutors are trained and appropriately used.[32-38]

- And, of course, *programs that reduce class size* are finding increases in academic performance and decreases in discipline problems.[39-43]

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years, a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and in learning. Thus, schools must plan, develop, and maintain a focus on the variety of transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before and after school programs to enrich learning and provide recreation in a safe environment, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education), welcoming and social support programs, school-to-career programs, and programs to support moving to post school living and work. Interventions to enable successful transitions have made a significant difference in how motivationally ready and able students are to benefit from schooling. For instance:

- Available evidence supports the positive impact of *early childhood programs* in preparing young children for school. The programs are associated with increases in academic performance and may even contribute to decreases in discipline problems in later school years.[44-49]

- There is enough evidence that *before- and after-school programs* keep kids safe and steer them away from crime, and some evidence suggesting such programs can improve academic performance.[50-53]

- Evaluations show that well-conceived and implemented *articulation programs* can successfully ease students' transition between grades,[54-56] and preliminary evidence suggests the promise of programs that provide *welcoming and social support* for children and families transitioning into a new school.[57,58]
- Initial studies of programs for transition *in and out of special education* suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance.[59-61]

- Finally, programs providing *vocational training and career education* are having an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.[62-66]

(3) Responding to, minimizing impact, and preventing crisis. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided as necessary and appropriate so that students can resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address school safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends are stressing school- and community-wide prevention pro-grams. Most research in this area focuses on

- programs designed to ensure a *safe and disciplined school environment* as a key to deterring violence and reducing injury
- *violence prevention and resiliency curriculum* designed to teach children anger management, problem-solving skills, social skills, and conflict resolution.

In both instances, the evidence supports a variety of practices that help reduce injuries and violent incidents in schools.[67-85]

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (a) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (b) help those in the home meet basic obligations to the student, (c) improve systems to communicate about matters essential to student and family, (d) strengthen the home-school connection and sense of community, (e) enhance participation in making decisions essential to the student's well-being, (f) enhance home support related to the student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from the home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site). A few examples illustrate the growing research-base for expanded home involvement.

- *Adult education* is a proven commodity in general and is beginning to be studied in terms of its impact on home involvement in schooling and on the behavior and achievement of youngsters in the family. For example, evaluations of adult education in the form of *family literacy* are reporting highly positive outcomes with respect to preschool children, and a summary of findings on family literacy reports highly positive trends into the elementary grades.[86]
- Similarly, evaluations of *parent education* classes indicate the promise of such programs with respect to improving parent attitudes, skills, and problem solving abilities; parent-child communication; and in some instances the child's school achievement.[87-90] Data also suggest an impact on reducing children's negative behavior.[91-99]
- More broadly, programs to *mobilize the home in addressing students' basic needs* effect a range of behaviors and academic performance.[100]

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly -- including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A

Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

The research-base for involving the community is growing.

- A popular example are the various *mentoring and volunteer programs*. Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).[101-105]

- Another example are the efforts to outreach to the community to develop *school-community collaborations*. A reasonable inference from available data is that school-community collaborations can be successful and cost-effective over the long-run.[106-110] They not only improve access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few have encompassed concerns for economic development and have demonstrated the ability to increase job opportunities for young people.

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. School-owned, based, and linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full services schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area. For example:

- The more *comprehensive approaches* not only report results related to ameliorating health and psychosocial problems, they are beginning to report a range of academic improvements (e.g., increased attendance, improved grades, improved achievement, promotion to the next grade, reduced suspensions and expulsions, fewer dropouts, increased graduation rates).[111-120]

- A rapidly increasing number of *targeted interventions* are reporting positive results related to the specific problems addressed (e.g., reduced behavior, emotional, and learning problems, enhanced positive social-emotional functioning, reduced sexual activity, lower rates of unnecessary referral to special education, fewer visits to hospital emergency rooms, and fewer hospitalizations).[121-125]

Concluding Comments

Taken as a whole, the research-base for initiatives to pursue a comprehensive focus on addressing barriers to student learning and promoting healthy development indicates a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature both provides models for content of such activity and also stresses the importance of coalescing such activity into a comprehensive, multifaceted approach.

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Resource Aids

The following resource aids have been culled from various documents develop by the Center for Mental Health in Schools at UCLA.

A. Examples of Policy Statements

B. Phasing-in the Component

C. Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning

D. Job Descriptions for Learning Support (Enabling) Component Leadership at a School Site

E. Reframing the Roles and Functions of Student Support Staff

F. Establishing a Resource-Oriented Team at a School Site

G. Weaving School-Community Resources Together

H. Rethinking a School Board's Committee Structure

I. Levels of Competence and Professional Development

For Additional Resources, See:

New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Framing New Directions for School Counselors, Psychologists, & Social Workers

New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers

Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships

Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development

Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning

School-Community Partnerships: A Guide

Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning

Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base

Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and Needs

Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change

Organization Facilitators: A Change Agent for Systemic School and Community Changes

Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit

New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component

CSSS - Hawai`i's Comprehensive Student Support System... a multifaceted approach

Classroom Changes to Enhance and Re-engage Students in Learning

Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling

Financial Strategies to Aid in Addressing Barriers to Learning

Evaluation and Accountability: Getting Credit for All You Do!

All these can be downloaded at no cost from the Center's website:

http://smhp.psych.ucla.edu

For reference to other Center Resources, see the Catalogue at the end of this document.

For further assistance, contact the Center (see cover for contact information).

Examples of Policy Statements

California has taken the lead in focusing attention on the need to develop policy for a component to address barriers to student learning. In doing so, it is making the case for moving school reform from a two to a three component model.

In 1995, California Assembly Member Juanita McDonald brought together a set of task forces to develop an Urban Education Initiative package of legislation. One major facet focused on Overcoming Barriers to Pupil Learning. This facet of the legislation called on school districts to ensure that schools within their jurisdiction had an enabling component in place. On the following pages is the draft of that part of the various bills. Just before the legislation was to go to the Education Committee for review, McDonald was elected to Congress. With election of Governor Davis, new efforts will be made to incorporate the ideas into various policy initiatives.

One of the first major policy statements was developed at the Elizabeth Learning Center in Cudahy, California. This K-12 school is one of the demonstration sites for the Urban Learning Center Model which is one of the eight national comprehensive school reform models developed with support from the New American Schools Development Corporation. The model incorporated and implemented the concept of a component to address barriers to learning as primary and essential and is proceeding to replicate it as one of the comprehensive school reforms specified in the Obey-Porter federal legislation. The school's governance body adopted the following policy statement:

> *We recognize that for some of our students, improvements in Instruction/curricula are necessary but not sufficient. As a the school's governance body, we commit to enhancing activity that addresses barriers to learning and teaching. This means the Elizabeth Learning Center will treat the Enabling Component on a par with its Instructional/Curriculum and Management/ Governance Components. In policy and practice, the three components are seen as essential and primary if all students are to succeed.*

As part of its ongoing efforts to address barriers to learning, the California Department of Education has adopted the concept of Learning Supports. In its 1997 Guide and Criteria for Program Quality Review, the Department states:

> *Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning.*

Several years ago the Los Angeles Unified School District began the task of restructuring its student support services. In 1998, the district's Board of Education resolved that a component to address barriers to student learning and enhance healthy development is one of the primary and essential components of the District's educational reform.

In keeping with the California Department of Education's adoption of the unifying concept of *Learning Support*, the Board adopted this term to encompass efforts related to its component of addressing barriers to student learning and enhancing healthy development. The resolution that was passed is offered on the following pages.

AMENDED IN ASSEMBLY APRIL 25, 1995

CALIFORNIA LEGISLATURE—1995–96 REGULAR SESSION

ASSEMBLY BILL No. 784

Introduced by Assembly Member McDonald
(Principal coauthor: Assembly Member Alpert)
(Coauthors: Assembly Members Archie-Hudson, Baca, Ducheny, Kuehl, and Napolitano)
(Coauthor: Senator Watson)

February 22, 1995

An act to add Part 29.5 (commencing with Section 55000) to the Education Code, relating to urban school districts.

LEGISLATIVE COUNSEL'S DIGEST

AB 784, as amended, McDonald. Education: urban school districts: equal opportunity to learn: teacher credentialing reform.

CHAPTER 5. OVERCOMING BARRIERS TO PUPIL LEARNING

Article 1. Enabling Pupils to Overcome Learning Barriers

55040. (a) It is the intent of the Legislature that on or before the commencement of the ~~1996–97~~ *1997–98* school year, each school district ensure that the schools within their jurisdiction have an enabling component in place. The enabling component shall enable pupils to overcome barriers that interfere with their ability to learn and to benefit from instructional and management reforms made at schools. For the purposes of this chapter, an

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"enabling component" means a comprehensive, integrated continuum of school-based and school-linked activity designed to enable schools to teach and pupils to learn. That continuum shall include prevention, including promotion of wellness, early-age and early-after-onset intervention, and treatments for severe, pervasive, and chronic conditions.

(b) Each enabling component developed by each school shall include, but not necessarily be limited to, the following:

(1) A plan for restructuring school education support programs and services.

(2) A plan for coordinating school district and community resources.

(3) A plan for coordinating school district enabling activities with health and human services provided by the state and by local government.

(4) A plan for enhancing the performance of persons involved in the delivery of education services to pupils.

(5) Strategies for replicating promising innovations.

(6) Strategies for the improvement of the quality of education and accountability of the school.

55041. The department shall develop and report to the Legislature on a plan for the implementation of the enabling components consistent with requirements set forth in subdivision (b) of Section 55040 and with any other requirements determined to be necessary by the department to enable pupils to overcome barriers to learning. The report shall include specific recommendations on coordinating school-based enabling activities with community resources and the ways in which the parents and guardians of pupils may be included in enabling activities. The report shall include specific recommendations on changes necessary to existing laws and on any new legislation that is necessary to implement the plan. The department shall report the plan to the Legislature not later than December 31, ~~1996~~ *1997*. It is the intent of the Legislature that any necessary implementing legislation be enacted for the ~~1997–98~~ *1998–99* school year.

55042. School districts may request assistance from the department in the development of the enabling component described in Section 55040. The department shall assist school districts that have demonstrated readiness to develop enabling components to coordinate school-based enabling activities with community resources and to involve the parents and guardians of pupils in those activities.

Article 2. Restructuring Education Programs and Coordinating With Other Support Programs

55045. (a) For the purpose of enabling pupils to overcome barriers to learning, the department shall develop a strategic plan to guide and stimulate restructuring of education support programs and services operated by schools for pupils and their parents and guardians. The department shall include within that plan methods of coordinating school services with community services that are made available to pupils and their families by local government agencies or private nonprofit groups. The department shall also develop a plan for those programs and services that are operated by school districts and by the department. The plan shall include, but not be limited to, the following:

(1) Moving from fragmented, categorical and single discipline-oriented services toward a comprehensive, integrated, cross-disciplinary approach.

(2) Moving from activity that is viewed as supplementary toward a full-fledged integrated component that is understood to be primary and essential to enabling learning.

(3) Involving pupils and their parents and guardians, and communities in the education process in a manner that capitalizes on their strengths and the many ways in which they can contribute to the education process.

(4) Restructuring education support programs and services offered at schoolsites.

(5) Coordinating services offered by school districts with other services available in the community.

(6) Coordinating enabling components with health and human services offered by the state and by local government.

(7) Involving all persons having an interest in the education process in developing the enabling component.

(8) Strategies for replicating at schoolsites innovations to improve pupil learning that are successful at other schoolsites.

(9) Strategies for improving the quality of education and for improving school accountability.

(10) Establishing a comprehensive, integrated, cross-disciplinary approach to teaching.

(11) Establishing an integrated component that is understood to be essential to learning.

(12) Involving all persons having an interest in the education process in a manner that best utilizes their various strengths.

(13) Integrating the enabling component with the instructional and management components of the education process.

(14) Developing leadership to effectively operate and implement the enabling component.

(15) Developing and incorporating integrated planning for the use of advanced multifaceted technology, to assist pupils and their parents or guardians in the learning process, to provide responses to and prevention of emergencies and other crises, to support transitions, and to provide for community and volunteer outreach.

(16) Facilitating teacher recruitment, continuing education for teachers, and retention of teachers.

(17) Infrastructure changes, particularly those related to operation space at schoolsites, allocation and maximization of fiscal resources, administrative and staff leadership, and mechanisms for effective coordination of essential system elements and resources.

(18) Strategies for phasing in the restructuring of education programs.

(19) Strategies to ensure the long-term success of planned changes.

(20) The types of leadership, infrastructure, and specific mechanisms that can be established at a schoolsite for high schools and their feeder schools, and in communities to facilitate coordinated and integrated governing, planning, and implementation of enabling components.

(21) Methods for schoolsites to ensure significant roles and leadership training for parents and guardians of pupils and for other community residents, representatives of community-based organizations, and, when appropriate, pupils.

(22) Methods to seek waivers of state and federal laws and regulations thereto when necessary to facilitate efforts to evolve a comprehensive, integrated approach to learning.

(23) Evaluating the progress of schools in implementing reforms and enhancing outcomes.

(24) Methods to provide professional preparation and continuing education programs that focus on the type of interprofessional collaborations necessary for the development of a comprehensive, integrated approach to enabling pupil learning.

(b) The department shall disseminate the strategic plan adopted pursuant to this section to school districts on or before December 31, ~~1996~~ *1997*. The department shall also report the strategic plan to the Legislature not later than December 31, ~~1996~~ *1997*, along with specific recommendations on any changes to existing law that are necessary to implement the plan and on any new legislation required to implement the plan. It is the intent of the Legislature that any necessary implementing legislation be enacted for the ~~1997–98~~ *1998–99* school year.

55046. (a) The department shall assist urban school districts or schools that demonstrate readiness to restructure their education support programs and services in a manner consistent with the strategic plan developed pursuant to Section 55045.

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(b) The department may provide assistance to schools by any of the following methods:

(1) Informational guidelines and guidebooks.

(2) Leadership training.

(3) Regional workshops.

(4) Demonstrations of effective methods of restructuring education.

(5) Opportunities for interchanges.

(6) Technical assistance in developing plans.

Article 3. Models of Strategies to Enable Pupil Learning

55050. On or before December 31, ~~1996~~ *1997*, the department shall develop a plan to enable schools to replicate methods of overcoming barriers to pupil learning that have been successfully implemented at the schoolsite level. The plan shall include recommendations on the following:

(a) Guidelines and procedures for identifying successful innovations that are designed to address barriers to pupil learning and implemented at the schoolsite or school district level.

(b) Procedures for analyzing new initiatives and promising innovations to identify possible redundancy and fragmentation of methods.

(c) Disseminating successful innovations that are designed to overcome barriers to learning and, in doing so, reduce redundancy and fragmentation of methods.

(d) Using demonstrations of innovative methods of overcoming pupil learning barriers as catalysts to stimulate interest in reform.

(e) Developing replication models that can be adopted for use at the schoolsite level.

(f) Providing technical assistance for implementing replication strategies for school districts implementing innovations designed to address barriers to pupil learning.

55051. The department shall make the plan developed pursuant to Section 55050 available to school districts on or before December 31, ~~1996~~ *1997*.

CHAPTER 6. UNIVERSITY-URBAN SCHOOL PARTNERSHIP ACADEMIES

55060. There is hereby established the University-Urban School Partnership Academies Program for the purpose of providing financial incentives to public schools acting in cooperation with public and private postsecondary education institutions to design and implement cooperative education programs that enhance academic achievement in schools serving a proportionately large concentration of disadvantaged and minority pupils.

55061. For the purposes of this article, "partnership academy" means any university-urban school partnership academy operating under this article.

55062. (a) The superintendent shall administer the grant program established pursuant to this chapter. The superintendent shall award planning grants and implementation grants, as follows:

(1) Planning grants shall be available for the purpose of planning a partnership academy.

(2) Implementation grants shall be available for the implementation and maintenance of partnership academies approved by the superintendent.

(b) The superintendent shall establish criteria for the selection of grant recipients, to include, but not necessarily be limited to, all of the following:

(1) The portion of pupils enrolled in the school districts whose families receive AFDC payments.

(2) The percentage of pupils who have limited proficiency in the English language.

(3) The amount expended per pupil by the school district.

(4) The ratio of pupils to teachers.

(5) The amount of instructional time spent on mathematics and science.

(6) The science, mathematics, and technological resources available at the schoolsites of the school district.

55063. Any school district maintaining a kindergarten and any of grades 1 to 8, inclusive, that is operating in cooperation with an accredited institution of postsecondary education, may apply for a planning grant pursuant to this chapter. Any school district that received a planning grant pursuant to this chapter may apply for an implementation grant.

55064. From funds appropriated for the purposes of this chapter, the superintendent shall award grants to school districts selected pursuant to the criteria adopted pursuant to Section 55062, as follows:

(a) For the ~~1996–97~~ *1997–98* fiscal year, the superintendent shall award not more than 12 planning grants for 12 proposed partnership academies in the amount of twenty-five thousand dollars ($25,000) per grant.

(b) For the ~~1997–98~~ *1998–99* fiscal year, and each fiscal year thereafter, the superintendent shall issue implementation grants in the amount of fifty thousand dollars ($50,000) per grant, for each partnership academy in the applicant school district.

55065. As a condition to receiving a grant pursuant to this chapter, a partnership academy shall provide the following matching amounts to the planning or implementation of the partnership academy:

(a) An amount equal to 100 percent of all funds received pursuant to this chapter in the form of either direct or indirect support from the school district.

(b) An amount equal to 100 percent of all funds received pursuant to this chapter in the form of direct or indirect support provided by participating postsecondary education institutions.

55066. School districts operating partnership academies pursuant to this chapter may enter into contractual arrangements with neighboring public and private universities and colleges to establish cooperative programs and services necessary to operate a partnership academy.

55067. The superintendent shall prepare guidelines necessary for the implementation of this chapter, including, but not limited to, guidelines on the following:

(a) The procedures and application forms by which a school district may apply for planning and implementation grants.

(b) Common data elements that may be used to assess and improve partnership academy performance.

55068. The superintendent shall provide technical assistance to school districts eligible to receive grants pursuant to this chapter and to partnership academies operating under this chapter for the purpose of enabling them to design, implement, or evaluate the partnership academies operating under this chapter.

55069. Each partnership academy may include, but not necessarily be limited to, the following:

(a) The cooperative development, implementation, and operation of innovative educational programs and instructional strategies by an urban school and an institution of postsecondary education.

(b) The establishment of a teacher training program that permits student teachers to work directly with pupils in the classroom and that results in reduced class sizes.

(c) Assistance from educators at the participating institution of postsecondary education in the development of the curriculum.

(d) The development and provision of appropriate in-service training or staff development to teachers at partnership academies.

(e) The establishment and operation of education programs that provide increased skills in mathematics and science.

55070. Commencing with the ~~1998–99~~ *1999–2000* school year, the superintendent shall conduct a study of the effectiveness of the partnership academies operated pursuant to this chapter and shall report the results of that study to the Legislature not later than January 1, ~~2000~~ *2001*.

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CHAPTER 7. INSTRUCTIONAL MATERIALS FOR URBAN SCHOOL DISTRICTS

55080. It is the intent of the Legislature to reform provisions governing the adoption and evaluation of instructional materials to accommodate the use of new technologies in urban school districts.

55081. The statewide subject matter project established pursuant to Chapter 5 (commencing with Section 99200) of Part 65 and administered by the Regents of the University of California, shall issue annual consumer reports on basic instructional materials for use in elementary and secondary schools, including, but not limited to, technology-based materials. The subject matter project shall transmit that report to the superintendent. The superintendent shall disseminate the report to school districts. The reports shall be issued on an annual basis and shall include the following:

(a) A rating of whether the instructional materials are consistent with the criteria and standards of quality prescribed in the State Board of Education's adopted curriculum framework.

(b) An evaluation of the relationship of instructional materials to staff development and to program and pupil assessment.

(c) An evaluation of whether the utilization of technology-based materials has been maximized.

(d) The ability of the instructional materials to meet the educational needs of pupils enrolled in urban school districts.

CHAPTER 8. REPORT ON EFFECTIVENESS OF PART

55095. It is the intent of the Legislature to extend the improvements to urban school districts resulting from the enactment of this part to all school districts. The State Department of Education, on or before January 1, 1999, shall report to the Legislature on the educational effectiveness of this part, on the changes necessary to improve the effectiveness of this part, and on a plan for applying the aspects of this part that the department determines have improved the education of pupils in urban school districts to all school districts in this state.

CHAPTER 9. APPLICATION OF PART TO UNIVERSITY OF CALIFORNIA

55096. No provision of this part shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

SEC. 3. (a) The Task Force on Professional Preparation of Pupil Service Personnel is hereby established in the Commission on Teacher Credentialing. The Commission on Teacher Credentialing shall appoint various representatives of state agencies who have expertise in pupil learning, representatives of school districts and county offices of education who are directly involved in enabling pupils to overcome learning barriers, and representatives of institutions of postsecondary education, exclusive bargaining representatives of certificated employees, parents and guardians of pupils, and other groups having an interest in the education process.

(b) The task force shall make recommendations for changes in legislation and regulations that govern the credentialing process and shall recommend a process for phasing in the recommended changes. The task force shall report its recommendations to the Legislature not later than December 31, ~~1997~~ *1998*.

SEC. 4. (a) It is the intent of the Legislature that funds necessary for the purposes of Part 29.5 (commencing with Section 55000) of the Education Code be appropriated in the annual Budget Act.

(b) It is further the intent of the Legislature that funds received by the state pursuant to the federal Goals 2000: Educate America Act (P.L. 103-227) be appropriated for the purposes of Part 29.5 (commencing with Section 55000) of the Education Code.

SEC. 5. Sections 1, 2, 3, and 4 of this bill shall become operative only if this bill and each of AB 780, AB 781, AB 782, and AB 783 are also enacted and become effective on or before January 1, ~~1996~~ *1997*, and in that event this bill shall become operative on the date that the last enacted of this bill, AB 780, AB 781, AB 782, and AB 783 becomes effective. If this bill or any of AB 780, AB 781, AB 782, or AB 783 is not enacted and does not become effective on or before January 1, ~~1996~~ *1997*, then Sections 1, 2, 3, and 4 of this bill shall not become operative.

SEC. 6. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

Notwithstanding Section 17580 of the Government Code, unless otherwise specified, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

Policy Resolution Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998

Whereas, in its "Call to Action", the Los Angeles Unified School District has made clear its intent to create a learning environment in which all students succeed;

Whereas, new governance structures, higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement;

Whereas, a high proportion of students are unable to fully benefit from such reforms because of learning barriers related to community violence, domestic problems, racial tension, poor health, substance abuse, and urban poverty;

Whereas, teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in mild-to-moderate learning and behavior problems;

Whereas, many of these youngsters end up referred for special services and often are placed in special education;

Whereas, both the Los Angeles Unified School District and various community agencies devote resources to addressing learning barriers and initial processes have been implemented to reform and restructure use of their respective resources - including exploring strategies to weave District and community efforts together -- in ways that can overcome key barriers to student achievement;

Whereas, a comprehensive, integrated partnership between all District support resources and community resources will provide the LEARNING SUPPORT necessary to effectively break down the barriers to student achievement; now, therefore, be it

Resolved, that the Board of Education should adopt the following recommendations made by the Standing Committee on Student Health and Human Services:

1. The Board should resolve that a component to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's education reforms in classrooms, schools, complexes/clusters, and at the central office level.

2. In keeping with the California Department of Education's adoption of the unifying concept of **Learning Support,** the Board should adopt this term to encompasses efforts related to its component for addressing barriers to student learning and enhancing healthy development.

(cont.)

3. In adopting the concept of **Learning Support,** the Board should adopt the seven area framework currently used by the Division of Student Health and Human Services to guide coordination and integration of existing programs and activities related to school, home, and community.

4. The Board should direct the Superintendent to convene a working group to develop a plan that promotes coordination and integration of the **Learning Support** component with instruction and management reform efforts at every school site. This plan would also clarify ways for complex/cluster and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The plan would also focus on ways to further promote collaboration with communities at the classroom, school, complex/cluster, and central office levels. Such a plan should be ready for implementation by Spring 1998.

5. To counter fragmentation stemming from the way programs are organized and administered at the central office, the Board should restructure the administrative organization so that all programs and activity related to the Learning Support including Special Education are under the leadership of one administrator. Such an administrator would be charged with implementing the strategic plan developed in response to recommendation #4.

6. The Board should direct those responsible for professional and other stakeholder development activity throughout the District to incorporate a substantial focus on the **Learning Support** component into all such activity (e.g. all teacher professional education, training activity related to LEARN, the Chanda Smith Special Education Consent Decree, early literacy programs).

7. To facilitate continued progress' related to the restructuring of student health and human services, the Board should encourage all clusters and schools to support the development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams, Such Councils and Teams provide a key mechanism for enhancing the **Learning Support** component by ensuring that resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

Resource Aid B
Phasing-in the Component

*E*fforts to restructure how schools operate require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district's ability to develop and institutionalize them at every school. This process often is called diffusion, replication, roll out, or scale-up.

Much more is involved than implementing demonstration projects

For the most part, education researchers and reformers have paid little attention to the complexities of large-scale diffusion. Furthermore, leadership training has given short shrift to the topic of scale-up. Thus, it is not surprising that proposed systemic changes are not accompanied with the resources necessary to accomplish the prescribed changes throughout a school-district in an effective manner. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, especially principals, teachers, and parents, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

In reading the following, think about restructuring student support in terms of establishing over time a comprehensive, multifaceted, and integrated component to address barriers to learning and teaching (e.g., an enabling or learning support component as described in the concept paper). The outlined framework and guidelines for such a component conveys a vision of the type of comprehensive, multifaceted approach needed at every school site. In organizing such a component, it is the content of each of the basic areas needed to address barriers to learning that guides program planning, implementation, evaluation, personnel development, and stakeholder involvement. The intent is to create a cohesive set of programs and services that is thoroughly integrated with the instructional and management components. Such a component evolves by building a *continuum of programs/services* – from primary prevention to treatment of chronic problems – using a *continuum of interveners, advocates*, and *sources of support* (e.g., peers, parents, volunteers, nonprofessional staff, professionals-in-training, professionals). Building such a component requires blending resources. Thus, the emphasis throughout is on *collaboration* – cooperation, coordination, and, where viable, integration – among all school and community.

Successful systemic change begins with a model that addresses the complexities of scale-up

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. These include creating an infrastructure and operational mechanisms for

creating readiness: enhancing the climate/culture for change;

initial implementation: adapting and phasing-in a prototype with well-designed guidance and support;

institutionalization: ensuring the infrastructure maintains and enhances productive changes;

ongoing evolution: creative renewal.

In the following discussion, we take as given that key mechanisms for implementing systemic changes have been established. These mechanisms are essential when fundamental restructuring is to be carried out throughout a school district.

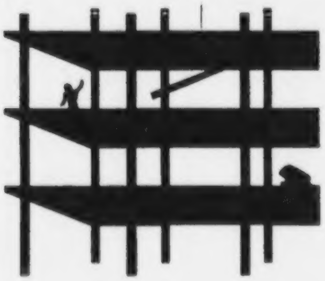
> The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones
>
> **John Maynard Keynes**

Major system change is not easy, but the alternative is to maintain a very unsatisfactory status quo.

Restructuring Student Support from the School Outward

The focus is first on what is needed at the school level . . .

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services at *every school site,* it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level mechanisms related to the component to address barriers to learning and teaching. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.



. . . then on what families of schools and system-wide resources can do to support each school's approach for addressing barriers to learning and teaching

An infrastructure of organizational and operational mechanisms at school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of large-scale restructuring described below is not a straight-forward sequential process. Rather, the changes emerge in overlapping and spiraling phases.

School Level Mechanisms

A programmatic approach for addressing barriers to learning must coalesce at the local level. Thus, the school and its surrounding community are a reasonable focal point around which to build a multi-level organizational plan. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

Policymakers and administrators must ensure the necessary infrastructure is put in place for

If the essential programs for addressing barriers to learning and teaching are to play out effectively at a school site, policy makers and administrators must ensure that the necessary infrastructure is put in place. In most settings, this can be done by restructuring support services and other activities currently used to address barriers to learning and promote healthy development. Through proper redeployment of such resources, every school can expect to enhance its educational results

weaving existing activity together

evolving programs

reaching out to enhance resources

From a school's perspective, there are three overlapping challenges in moving from piecemeal approaches to an integrated component for addressing barriers to learning. One involves weaving existing activity together, including curricula designed to foster positive social, emotional, and physicaldevelopment. A second entails evolving programs so they are more effective. The third challenge is to reach out to other resources in ways that expand the component. Such outreach encompasses forming collaborations with other schools, establishing formal linkages with community resources, and attracting more volunteers, professionals-in-training, and community resources to work at the school site.

Mechansims include:

school-based program teams

Meeting the above challenges requires development of well-conceived mechanisms that are appropriately sanctioned and endowed by governance bodies. For example, with respect to the six programmatic areas outlined in the concept paper, specific school-based mechanisms must exist so that all are pursued optimally in daily practice and are maintained over time. One way to conceive the necessary mechanisms is in terms of *school-based program teams*. The functions of each team are to ensure programmatic activity is well-planned, implemented, evaluated, maintained, and evolved. In forming such teams, identifying and deploying enough committed and able personnel may be difficult. Initially, a couple of motivated and competent individuals can lead the way in a particular program area – with others recruited over time as necessary and/or interested. Some "teams" might even consist of one individual. In some instances, one team can address more than one programmatic area or may even serve more than one school. Many schools, of course, are unable to simultaneously establish mechanisms to cover all six areas. Such schools must establish priorities and plans for how they will phase in their restructuring efforts. The initial emphasis, of course, should be on weaving together existing resources and developing program teams designed to meet the school's most pressing needs, such as enhancing programs to provide student and family assistance, crisis assistance and prevention, and ways to enhance how classrooms handle garden variety learning, behavior, and emotional problems.

School-based Resource Coordinating Team

In addition to program teams, a separate on-site organizational mechanism for resource coordination addresses overall cohesion among programmatic areas. This mechanism also can be a team. Such a school-based *Resource Coordinating Team* can reduce fragmentation and enhance cost-efficacy of enabling activity by assisting program teams in ways that encourage them to function in a coordinated and increasingly integrated manner. Properly constituted, this group also provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach (see Resource Aid F).

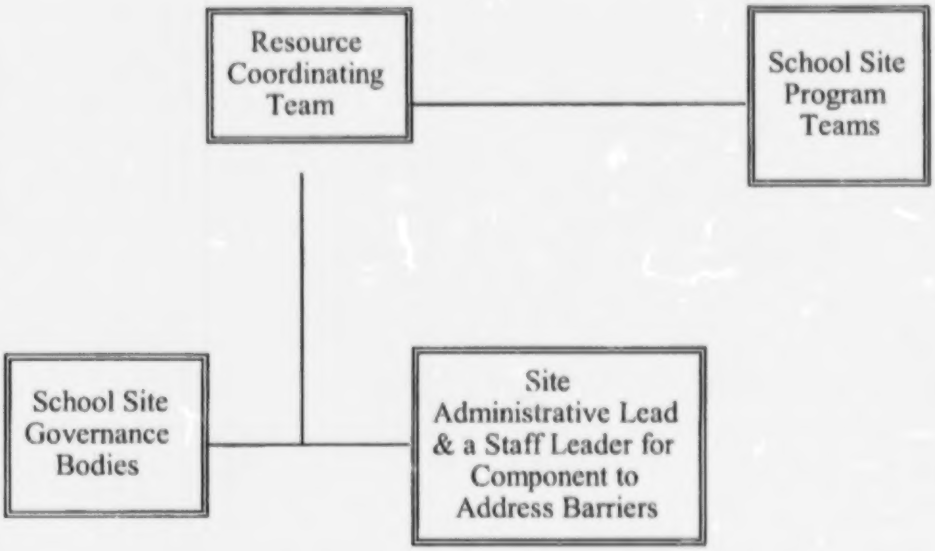
Site administrative leader

Most schools do not have an administrator whose job definition outlines the leadership role and functions necessary for developing a comprehensive approach for addressing barriers to learning. This is not a role for which most principals have time. Thus, it is imperative to establish a policy and restructure jobs to ensure there is a *site administrative leader* for this component. Such a role may be created by redefining a percentage (e.g., 50%) of a vice/assistant principal's day or, in schools that are too small to have such personnel, the principal might delegate some administrative responsibilities to a coordinator. This person must sit on the Resource Coordinating Team and then represent and advocates the team's recommendations whenever the administrative team meets. This administrator also advocates for the team's recommendations at governance body meetings when decisions are made regarding programs and operations – especially decisions about use of space, time, budget, and personnel.

Staff lead

Finally, a *staff lead* can be identified from the cadre of line staff who have expertise with respect to addressing barriers to student learning. If a site has a Center facility (e.g., Family or Parent Resource Center or a Health Center), the Center coordinator might fill this role. This individual also must sit on the Resource Coordinating Team and then advocate at key times for the team's recommendations at the administrative and governance body tables.

Besides facilitating the development of a potent component to address barriers to learning, both the administrative and staff lead play key roles in daily implementation, monitoring, and problem solving.


Resource Coordinating Team
School Site Program Teams
School Site Governance Bodies
Site Administrative Lead & a Staff Leader for Component to Address Barriers

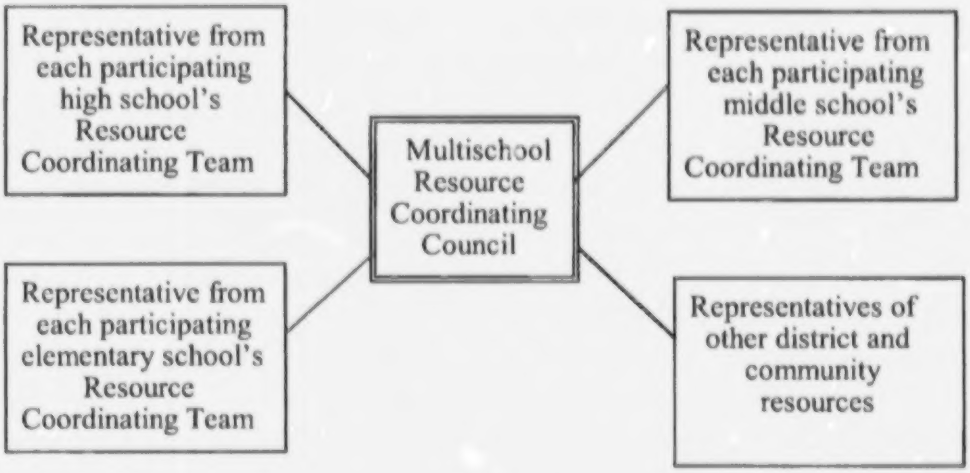
As will be evident on the following pages, conceptualization of the necessary school level infrastructure helps clarify what supportive mechanisms should be developed at school complex-cluster and system-wide levels.

Mechanisms for Clusters of Schools

Neighboring schools have common concerns and may have programmatic activity that can use the same resources. By sharing, they can eliminate redundancy and reduce costs. Some school districts already pull together clusters of schools to combine and integrate personnel and programs. These are sometimes called complexes or families.

A multischool *Resource Coordinating Council* for a cluster or "family" of schools provides a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such councils can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster.) With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools.

To these ends, 1 to 2 representatives from each school's Resource Coordinating Team can be chosen to form a council and meet at least once a month and more frequently as necessary. Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.


Representative from each participating high school's Resource Coordinating Team
Representative from each participating middle school's Resource Coordinating Team
Multischool Resource Coordinating Council
Representative from each participating elementary school's Resource Coordinating Team
Representatives of other district and community resources

System-wide Mechanisms

School and multi-site mechanisms are not sufficient. System-wide policy guidance, leadership, and assistance are required. With respect to establishing a component for addressing barriers to learning, a district *policy* commitment represents a necessary foundation. Optimally, the policy should place development of a comprehensive, integrated approach for enabling learning on a par with instruction and management (see Resource Aid A).

Mechanisms that seem essential are:

a system-wide leader for the component

Then, the district must adopt a prototype and create necessary system-wide mechanisms for operationalizing the component. Development of system-wide mechanisms should reflect a clear conception of how each supports school and cluster level activity. Three system-wide mechanisms seem essential in ensuring coherent oversight and leadership for developing, maintaining, and enhancing an enabling component. One is a *system-wide leader* with responsibility and accountability for the component (e.g., an associate superintendent). This leader's functions include (a) evolving the district-wide vision and strategic planning for an enabling component, (b) ensuring coordination and integration of enabling activity among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, and (d) ensuring integration with instruction and management. The leader's functions also encompass evaluation, including determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results.

a system-wide leadership group

a system-wide resource coordinating body

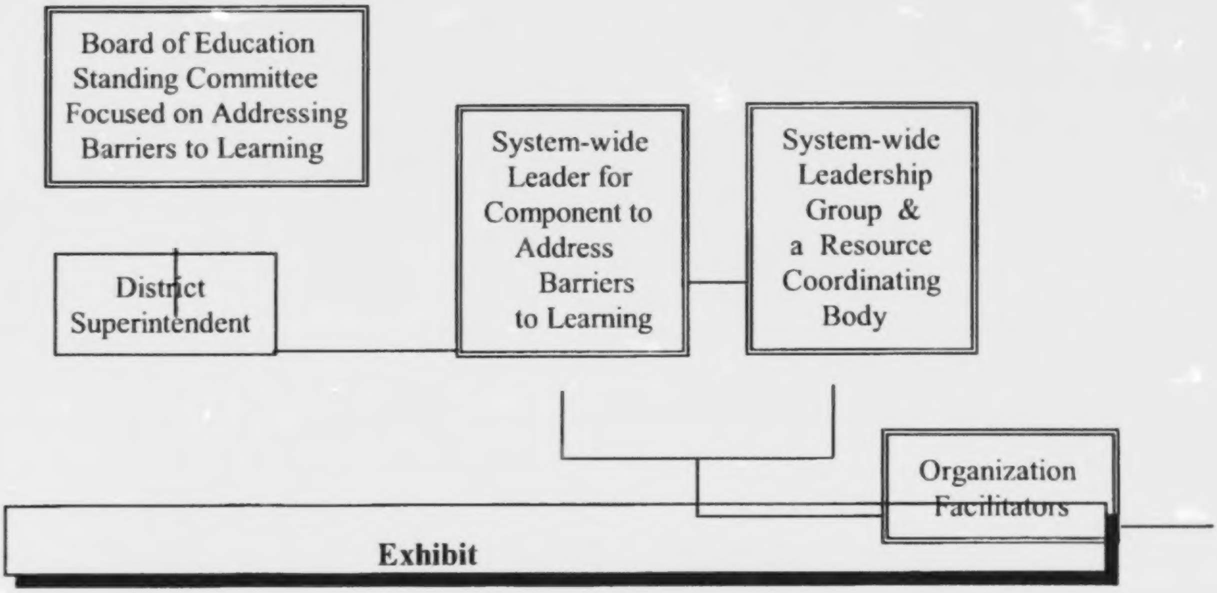
Two other recommended mechanisms at this level are a *system-wide leadership group* and *a resource coordinating body*. The former can provide expertise and leadership for the ongoing evolution of the component for addressing barriers to learning and teaching; the latter can provide guidance for operational coordination and integration across groups of schools. The composition for these will have some overlap. The district-level resource coordinating body should include representatives of multischool councils and unit heads and coordinators. The leadership group should include (a) key district administrative and line staff with relevant expertise and vision, (b) district staff who can represent the perspectives of principals, union members, and various other stakeholders, and (c) nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

Organization Facilitators

A cadre of *Organization Facilitators* provide a change agent mechanism that can assist in the development and maintenance of cluster councils and resource-oriented school teams (see Exhibit on following page). Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the mechanisms described above are to operate successfully. Through such training, each profession has the opportunity to clarify roles, activities, strengths, and accomplishments, and learn how to link with each other.

Board of Education Standing Committee for a Component to Address Barriers to Learning

Matters related to addressing barriers to learning and teaching appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers. School boards should carefully analyze how their committee structure deals with these functions. Most boards will find (a) they don't have a big picture perspective of how all these functions relate to each other, (b) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (c) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation. If this is the case, the board should consider establishing a standing committee that focuses in depth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways (see Resource Aid H).


Board of Education Standing Committee Focused on Addressing Barriers to Learning
District Superintendent
System-wide Leader for Component to Address Barriers to Learning
System-wide Leadership Group & a Resource Coordinating Body
Organization Facilitators

Exhibit

Establishing Resource-Oriented Mechanisms Using Organization Facilitators as Change Agents

Staff at all levels require assistance in establishing and maintaining an appropriate infrastructure for a component to address barriers to learning. Specially trained *Organization Facilitators* represent a mechanism that embodies the necessary expertise to help (a) develop essential school-based leadership, (b) establish program and coordinating teams and councils, and (c) clarify how to link up with community resources.

At the school level, one facilitator can rotate within a group of schools to phase-in an appropriate infrastructure over a period of a year. Then, that facilitator can move on to another group of schools. After moving on, the facilitator can return periodically to assist with maintenance, share new ideas for program development, help with such development, and contribute to related inservice. Work to date suggests that a relatively small cadre of Organization Facilitators can phase-in desired mechanisms throughout a relatively large district over a period of several years. Pupil service personnel who have been redeployed and trained for these positions adapt quite easily to the functions and report high levels of job satisfaction. Current efforts related to developing an enabling component at a school help clarify some of these points.

> The Organization Facilitator's first step was to help policy makers understand the need to restructure the school's support programs and services. This led to adoption of the enabling component concept by the site's governance body and to an agreement about the role the Organization Facilitator would play in helping staff implement reforms.
>
> The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a coordinating team consisting of the school's pupil service personnel, the administrative leader, the staff lead, and several teachers. As a focal point for restructuring, the Organization Facilitator helped the team map and analyze all school resources being used to address barriers to student learning. The six interrelated areas described in Part I provided a template to organize mapping and analyses, as did the self-study surveys included as resource aids at the end of this guidebook.
>
> By clustering existing activities into the six areas, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill gaps.
>
> As one facet of the school's community outreach, the Organization Facilitator has trained staff how to bring community resources to the site in ways that do not displace essential school resources. This is accomplished by integrating the community as part of the enabling component – linked each available community resource to one or more of the six areas either to fill a gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the Resource Coordinating Team.

The figure on the following page encapsulates the various mechanisms described above for addressing barriers to learning and teaching (in double outlined boxes). These are placed in the context of district governance and other relevant organized activity and community resources that can be looked to as potential partners in efforts to address barriers and promote healthy development.

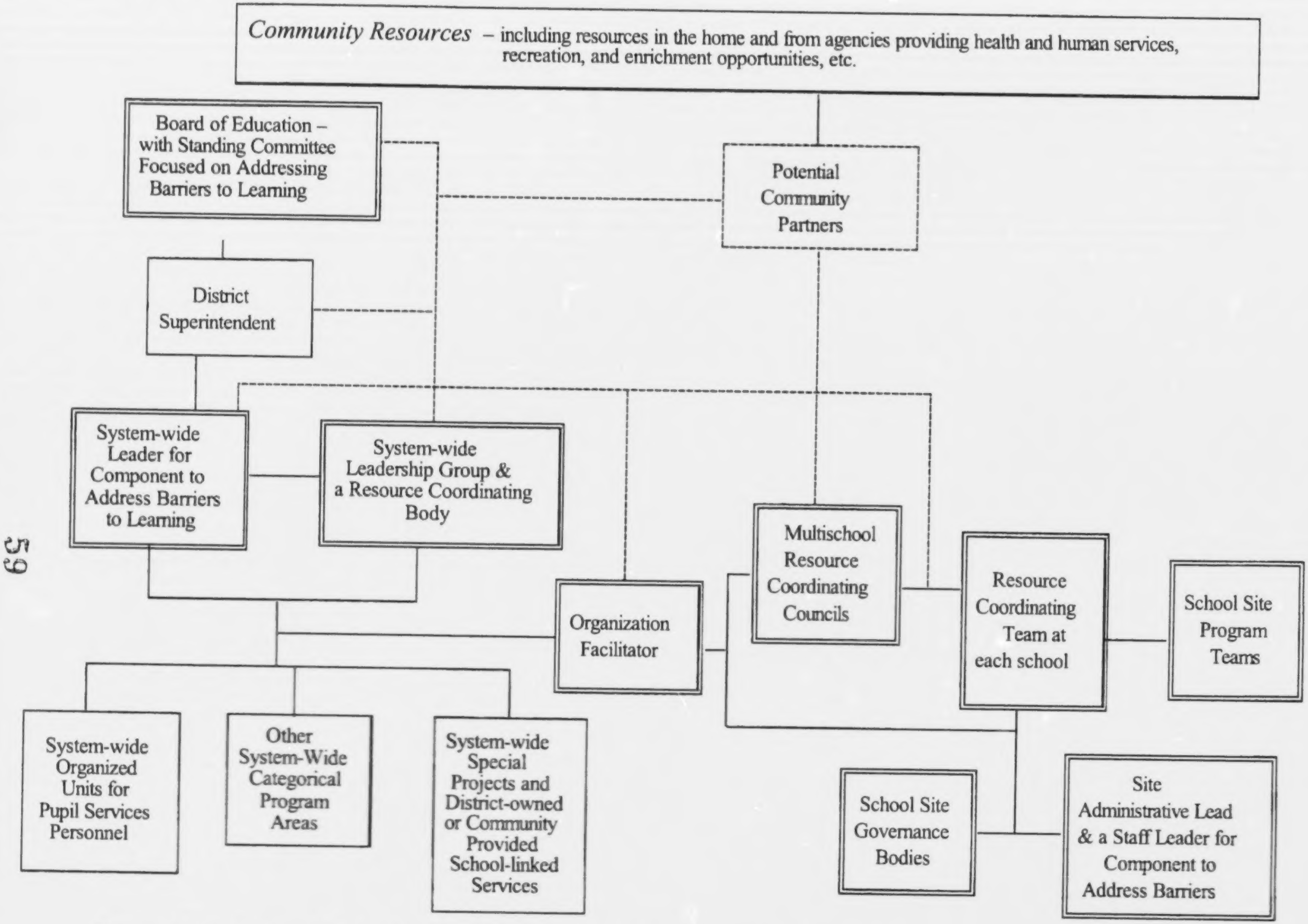

Community Resources – including resources in the home and from agencies providing health and human services, recreation, and enrichment opportunities, etc.
Board of Education – with Standing Committee Focused on Addressing Barriers to Learning
Potential Community Partners
District Superintendent
System-wide Leader for Component to Address Barriers to Learning
System-wide Leadership Group & a Resource Coordinating Body
Multischool Resource Coordinating Councils
Organization Facilitator
Resource Coordinating Team at each school
School Site Program Teams
System-wide Organized Units for Pupil Services Personnel
Other System-Wide Categorical Program Areas
System-wide Special Projects and District-owned or Community Provided School-linked Services
School Site Governance Bodies
Site Administrative Lead & a Staff Leader for Component to Address Barriers

Figure. **Infrastructure Mechanisms to Address Barriers to Learning and Teaching.**

Major Steps in Restructuring Student Support to Establish a Component to Address Barriers to Learning

The following overview of major steps reflects the phases for systemic change discussed.

At each level of restructuring, a critical mass of key stakeholders and their leadership must understand and commit to restructuring plans. The commitment must be reflected in policy statements and creation of an infrastructure that ensures necessary leadership and resources and on-going capacity building. To these ends, it behooves the Board of Education to establish a standing committee focused on the district' s efforts to address barriers to learning and promote healthy development (see Resource Aid H). Such a committee can play a major role in reviewing, analyzing, and redeploying the various funding sources that underwrite district efforts to address barriers to learning and promote healthy development.

As a guide for planning, implementation, and evaluation, the process is conceived in terms of four phases covering fourteen major steps:

Phase 1: Creating Readiness

Build interest and consensus for restructuring and developing a comprehensive, multifaceted, integrated approach (e.g., an enabling/learning support component)

Introduce basic ideas to relevant groups of stakeholders

Establish a policy framework – the leadership groups at each level should establish a policy commitment making development of a comprehensive approach to addressing barriers to learning a primary and essential component of school reform

Identify leaders for this component at the district level and at each school site (equivalent to the leaders for the instructional component) who have the responsibility and accountability for ensuring that policy commitments are carried out in a substantive manner

Phase 2: Initial Implementation	Establish a system-wide steering group, a steering group at each school site, and a infrastructure to guide the process of change; provide all individuals involved in guiding the change process with leadership and change agent training
	Formulate specific plans for starting-up and phasing in the new approach (see Exhibit on the following pages)
	Establish and train resource-oriented groups at each level – beginning with school site Resource Coordinating Teams, then Cluster Resource Coordinating Councils, and finally a system-wide body
	Reorganize and cluster activity for addressing barriers to learning into a relatively delimited number of areas that are staffed in a cross disciplinary manner (for example, activity could be clustered into the six areas outlined for an enabling component with staff reassigned in ways that overlap areas)
	Create mechanisms for effective communication, sharing, and problem solving to ensure the new component is implemented effectively and is highly visible to all stakeholders
	Use cluster and system-wide resource coordinating groups to identify additional resources that might be redeployed from the school district, neighboring schools, and the community to fill program/service gaps; form partnerships as appropriate
	Establish a system for quality improvement
Phase 3: Institutionalization	Develop plans for maintaining the new component (e.g., strategies for demonstrating results and institutionalizing the necessary leadership and infrastructure)
	Develop strategies for maintaining momentum and progress (e.g., ongoing advocacy and capacity building – paying special attention to the problem of turnover and newcomers; systems for quality assurance and regular data reporting; ongoing formative evaluations to refine infrastructure and programs)
Phase 4: Ongoing Evolution	Develop a plan to generate creative renewal (e.g., continue to expand restructuring to include all programs that address barriers to learning, including those designated as compensatory and special education)

Exhibit

Examples of Areas Schools Might Want to Designate as First Priorities in Developing an Enabling Component.

(1) *Classroom-Focused Enabling*

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers – as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) *Support for Transitions*

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

> *Welcoming and Social Support Programs for Everyone*

The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: "at Schools Can Do to Welcome and Meet the Needs of All Students and Families).

>*Articulation Programs*

Many students have difficulty making the transition from grade-to-grade and many more have difficulty n going from elementary to middle school or from middle to high school. Indeed, many "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

>*Before, During, and After School Recreation, Academic Support, & Enrichment, Programs*

Many schools have significant problems with tardies, bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies. Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(cont.)

(3) *Home Involvement in Schooling*

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>*Programs to strengthen the family*

It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) *Emergency/Crisis Response and Prevention*

>*Response Plan & Crisis Team*

Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish and build the capability of a Crisis Team.

(5) *Student and Family Assistance*

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>***Establishing access to emergency assistance for basic life needs***(e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid)

This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>***Literary and extra academic support program***(e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>***Social and emotional counseling*** (support groups, individual and group counseling)

(6) *Community Outreach*

>***Volunteer recruitment program*** (e.g., parents, college students, senior citizens, mentors from the business community)

Resource Aid C

Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning

School-reform across the country is "standards-based" and accountability driven (with the dominant emphasis on improving academic performance as measured by achievement test scores). Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them with instructional standards. And, to whatever degree is feasible, efforts must be made to expand the accountability framework so that it supports the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.

Standards

Establishing *standards* is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning. To illustrate a starting point in developing such a set of standards, the material in the following Exhibit is adapted from a working draft developed by the Memphis City Schools to provide standards, guidelines, and related quality indicators for their work.

Once the standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability.

Exhibit

Example of Standards for an Enabling Component

Standards for an Enabling or Learner Support Component

An *Enabling* or *Learner Support component* is an essential facet of a comprehensive school design. This component is intended to enable *all* students to benefit from instruction and achieve high and challenging academic standards. This is accomplished by providing a comprehensive, multifaceted, and integrated continuum of support programs and services at every school. The district is committed to supporting and guiding capacity building to develop and sustain such a comprehensive approach in keeping with these standards.

All personnel in the district and other stakeholders should use the standards to guide development of such a component as an essential facet of school improvement efforts. In particular, the standards should guide decisions about direction and priorities for redesigning the infrastructure, resource allocation, redefining personnel roles and functions, stakeholder development, and specifying accountability indicators and criteria.

The following are 5 major standards for an effective Enabling or Learner Support component:

Standard 1. *The Enabling or Learner Support component encompasses an evolving range of research-based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development.*

Standard 2. *The Enabling or Learner Support Component is developed, coordinated, and fully integrated with all other facets of each school's comprehensive school improvement plan.*

Standard 3. *The Enabling or Learner Support Component draws on all relevant resources at a school, in a family of schools, district-wide, and in the home and community to ensure sufficient resources are mobilized for capacity building, implementation, filling gaps, and enhancing essential programs and services to enable student learning and well-being and strengthen families and neighborhoods.*

Standard 4. *Learning supports are applied in ways that promote use of the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity.*

Standard 5. *The Enabling or Learner Support Component is evaluated with respect to its impact on enabling factors, as well as increased student achievement.*

Meeting these standards is a shared responsibility. District and school leaders, staff, and all other concerned stakeholders work together to identify learning support needs and how best to meet them. The district and schools provide necessary resources, implement policies and practices to encourage and support appropriate interventions, and continuously evaluate the quality and impact of the Enabling/Learner Support Component.

Guidelines and Quality Indicators for Each Standard

Standard 1 encompasses a guideline emphasizing the necessity of having a full continuum of programs and services in order to ensure all students have an equal opportunity for success at school. Included are programs designed to promote and maintain safety, programs to promote and maintain physical and mental health, school readiness and early school-adjustment services, expansion of social and academic supports, interventions prior to referral for special services, and provisions to meet specialty needs.

Quality Indicators for Standard 1:

All programs and services implemented are based on state of the art best practices for addressing barriers to learning and promoting positive development.

The continuum of programs and services ranges from prevention and early-age intervention – through responding to problems soon after onset -- to partnerships with the home and other agencies in meeting the special needs of those with severe, pervasive, or chronic problems.

Routine procedures are in place to review the progress of the component's development and the fidelity of its implementation.

Standard 2 encompasses a guideline that programs and services should be evolved within a framework of delineated areas of activity (e.g., 5 or 6 major areas) that reflect basic functions schools must carry out in addressing barriers to student learning and promoting healthy development. A second guideline stresses that a school-based lead staff member and team should be in place to steer development of these areas at each school and ensure that all activities are implemented in an interdisciplinary well coordinated manner which ensures full integration into the instructional and management plan.

Quality Indicators for Standard 2:

All programs/services are established with a delineated framework of areas of activity that reflect basic functions a school must have in place for addressing barriers to learning and promoting healthy development.

At the school level, a resource-oriented team is functioning effectively as part of the school's infrastructure with responsibility for ensuring resources are deployed appropriately and used in a coordinated way. In addition, the team is facilitating (a) capacity building, (b) development, implementation, and evaluation of activity, and (c) full integration with all facets of the instructional and governance/management components.

Routine procedures are in place to ensure all activities are implemented in a manner that coordinates them with each other and integrates them fully into the instructional and governance/management components.

Ongoing professional development is (a) provided for all personnel implementing any aspect of the Enabling/Learner Support Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards.

Guidelines and Quality Indicators for Each Standard (cont.)

Standard 3 encompasses a guideline underscoring that necessary resources must be generated by redeploying current allocations and building collaborations that weave together, in common purpose, families of schools, centralized district assets, and various community entities.

Quality Indicators for Standard 3:

Each school has mapped and analyzed the resources it allocates for learner support activity and routinely updates its mapping and analysis.

All school resources for learner supports are allocated and redeployed based on careful analysis of cost - effectiveness.

Collaborative arrangements for each family of schools are in place to (a) enhance effectiveness of learner supports and (b) achieve economies of scale.

Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of learner support programs and services at school sites and by families of schools.

Collaborative arrangements are in place with a variety of community entities to (a) fill gaps in the Enabling/Learner Support Component, (b) enhance effectiveness, and (c) achieve economies of scale.

Standard 4 encompasses guidelines highlighting that enabling or learner support activity should be applied in all instances where there is need and should be implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

Quality Indicators for Standard 4:

Procedures are in routine use for gathering and reviewing information on the need for specific types of learner support activities and for establishing priorities for developing/implementing such activity.

Whenever a need is identified, learner support is implemented in ways that ensure needs are addressed appropriately and with as little disruption as feasible of a student's normal involvement at school.

Procedures are in routine use for gathering and reviewing data on how well needs are met; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

Standard 5 encompasses a guideline for accountability that emphasizes a focus on the progress of students with respect to the direct enabling outcomes each program and service is designed to accomplish, as well as by enhanced academic achievement.

Quality Indicators for Standard 5:

Accountability for the learner support activity focuses on the progress of students at a school site with respect to both the direct enabling outcomes a program/service is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions, and dropouts), as well as academic achievement.

All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).

All data gathered on learner support activity are reviewed as a basis for decisions about how to enhance and renew the Enabling/Learner Support Component.

Expanded Framework for School Accountability

As with many other efforts to push reforms forward, policy makers want a quick and easy recipe to use. Most of the discussion around accountability is about making certain that program administrators and staff are held accountable. Little discussion wrestles with how to maximize the benefits (and minimize the negative effects) of accountability efforts. As a result, in too many instances the tail is wagging the dog, the dog is getting dizzy, and the public is not getting what it needs and wants.

School accountability is a good example of the problem. Policy makers want schools, teachers, and administrators (and students and their families) held accountable for higher academic achievement.

As measured by what?

As everyone involved in school reform knows, the only measure that really counts is achievement test scores. These tests drive school accountability, and what such tests measure has become the be-all and end-all of what school reformers attend to. This produces a growing disconnect between the realities of what it takes to improve academic performance and where many policy makers and school reformers are leading the public.

This disconnect is especially evident in schools serving what are now being referred to as "low wealth" families. Such families and those who work in schools serving them have a clear appreciation of many barriers to learning that must be addressed so that the students can benefit from the teacher's efforts to teach. They stress that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted programs/services to address these barriers are developed and pursued effectively.

At the same time, it is evident to anyone who looks that there is no direct accountability for whether these barriers are addressed. To the contrary, when achievement test scores do not reflect an immediate impact for the investment, efforts essential for addressing barriers to development and learning often are devalued and cut.

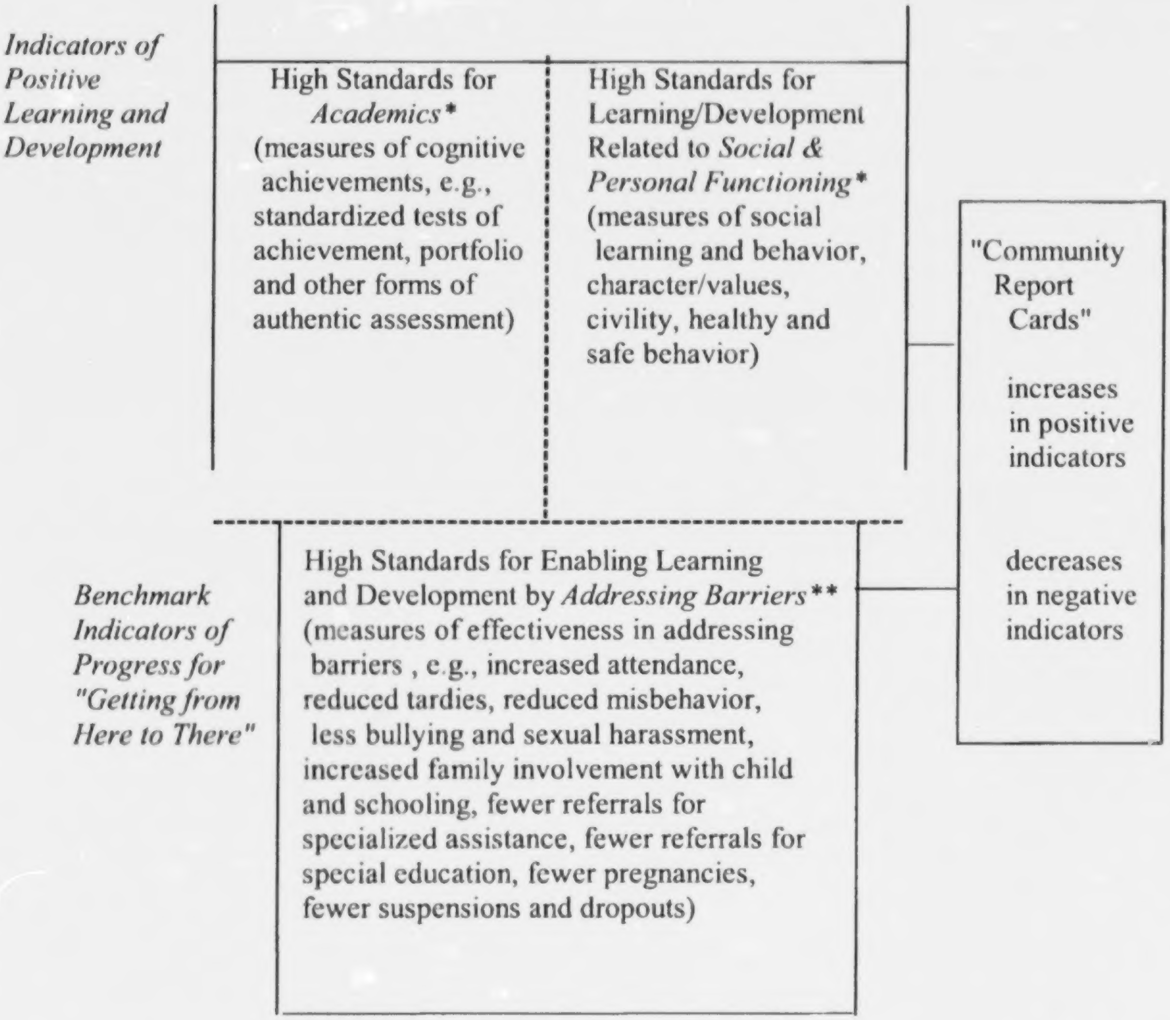
Thus, rather than building the type of comprehensive, multifaceted, and integrated approach that can produce improved academic performance, prevailing accountability measures are pressuring schools to maintain a narrow focus on strategies whose face validity suggests a direct route to improving instruction. The implicit underlying assumption of most of these teaching strategies is that students are motivationally ready and able each day to benefit from the teacher's instructional efforts. The reality, of course, is that in too many schools the *majority* of youngsters are not motivationally ready and able and thus are not benefitting from the instructional improvements. For many students, the fact remains that there are a host of external interfering factors.

Logically, well designed, systematic efforts should be directed at addressing such factors. However, current accountability pressures override the logic and result in the marginalization of almost every initiative that is not seen as directly (and quickly) leading to academic gains.

Ironically, not only does the restricted emphasis on achievement measures work against the logic of what needs to be done, it works against gathering evidence on how essential and effective it is to address barriers to learning directly.

All this leads to an appreciation of the need for an expanded framework for school accountability. A framework that includes direct measures of achievement and much more. The figure on the following page highlights such an expanded framework.

Figure: ***Expanding the Framework for School Accountability***



Indicators of Positive Learning and Development

High Standards for *Academics** (measures of cognitive achievements, e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)

High Standards for Learning/Development Related to *Social & Personal Functioning** (measures of social learning and behavior, character/values, civility, healthy and safe behavior)

"Community Report Cards"

increases in positive indicators

decreases in negative indicators

Benchmark Indicators of Progress for "Getting from Here to There"

High Standards for Enabling Learning and Development by *Addressing Barriers*** (measures of effectiveness in addressing barriers , e.g., increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions and dropouts)

*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.

From Hawai`i's Department of Education document

Standards Implementation Design (SID) System

Excerpt on:

Quality Student Support (Criteria and Rubrics)

Available online at: http://doe.k12.hi.us/standards/sid.pdf

B. Quality Student Support

Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- **does the school have a safe, healthy, nurturing environment that reflects the school's purpose?**
- **is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?**

Reflective Questions

- To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus?
- What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior?
- What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning?
- What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community?
- What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?
- What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community
- Referrals and disciplinary action data
- School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies)
- School's discipline plan
- School's safety plan
- School Self-Inspection Safety Checklist
- Attendance policies
- Standards-based co-curricular activities
- Guidance program
- Peer mediation/conflict resolution programs
- Student profile
- Town, parent, student meeting notes
- Data on accidents and injuries due to physical environment
- Repair and Maintenance (R & M) requests, status
- Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings
- Extent to which the school's computer lab and library are used and for what purposes

Excerpted from: Standards Implementation Design (SID) System From Hawai`i's Department of Education document http://doe.k12.hi.us/standards/sid.pdf

Criterion B2. Array of Student Support Services

To what extent...

- **are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs?**
- **is there a system of support and array of support for students in and outside the school which includes:**
  - **personalized classroom climate and differentiated classroom practices,**
  - **prevention/early intervention,**
  - **family participation,**
  - **support for transition,**
  - **community outreach and support, and**
  - **specialized assistance and crisis/emergency support?**

Reflective Questions

- What kinds of evidence are available to support the effectiveness of support services offered to students?
- What types of extended learning opportunities are in place for all students?
- Can the school and staff identify the array of support services available to students within the school setting?
- How are students made aware of the array of support services available to them?
- What strategies are used to ensure that students feel connected to the school?
- How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What is the relationship of the support services and activities to classroom instruction?
- What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult?
- How are student support services evaluated to assess their impact on classroom instruction and learning?
- How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS?
- What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance?
- What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning?
- What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.?
- How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What processes are currently in place for intervention or referral for students needing additional assistance? Is the entire staff aware of these services?
- Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students?
- What exists within the school to provide for crises or emergency situations?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

Criterion B3. School-Based Services Review

To what extent...

- **does the school do an annual review of the support services offered to students taking into account:**
  - **adequacy of the services offered,**
  - **number of students identified and serviced and type of service,**
  - **effectiveness of the service, and**
  - **number of students identified and not serviced and why?**

Reflective Questions

- Is the protocol, process, or model which is used to identify students who need support services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?
- How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- Are all teachers aware of the process used to identify students and the procedures for follow-up?
- What strategies are in place to keep parents informed and actively involved in their child's education?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Complex Service Testing Review results
- School profile data
- CSSS assessment of student support services
- Individuals with Disabilities Act (IDEA) state monitoring reports
- Documents at school showing array of student support services available
- Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- Norm- and criterion- referenced test scores, class quizzes, student work
- Surveys, interviews
- Disciplinary and other referrals
- Student/teacher conferences

Rubric III.B: Quality Student Support

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent…

- *does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?*
- *is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

Component	4	3	2	1
PHYSICAL ENVIRONMENT	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, and functional place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained as a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
EMOTIONAL ENVIRONMENT	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. This facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

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Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

Component	4	3	2	1
LEARNING ENVIRONMENT	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible and well-managed, learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
STANDARDS OF CONDUCT	The school community, including students, participates actively in the development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline ***Systems*** The school leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. ***Practices*** A behavior support system continuum and teaching procedures are in place for all students. ***Data*** Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school and some community members are involved in the development of behavioral standards. Students are aware of and abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. ***Systems*** The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies and procedures are established. ***Practices*** Procedures for teaching expected behaviors are implemented. ***Data*** A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. ***Systems*** The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. ***Practices*** Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. ***Data*** Evaluation questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. ***Systems*** No school leadership team exists to address schoolwide discipline systematically. ***Practices*** Punitive practices to discipline exist. ***Data*** No data measurement system is in place to track and evaluate schoolwide discipline incidents.

Note: Please refer to the OBS manual and other appropriate documents for safety and compliance issues.

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Rubric III.B2: Array of Student Support Services

To what extent…

- *are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?*
- *is there a system of support and array of support for students in and outside the school which includes: personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?*

Component	Stage 4	Stage 3	Stage 2	Stage 1
PHYSICAL AND EMOTIONAL SAFETY*	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
SUPPORT SYSTEM	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that *all* students are connected to the school in meaningful ways through the academic programs, co-curricular activities, career and/or counseling programs, and health services program. • Curriculum and instruction and support services are effectively addressed and focus on the whole child and the experiences within the home, school and community.	Support services are coordinated within the school community and networked with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. • Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team).	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. • Students have established meaningful relationships with more than one positive adult role model within the school	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. • The classroom conveys caring, respect, fairness, and a sense of belonging.
ROLE OF STAFF	All school staff are aware of and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

Rubric III.B2. Array of Student Support Services

Component	4	3	2	1
STAFF INVOLVEMENT	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
GUIDANCE AND COUNSELING	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. This guidance and counseling process provides support to students in the following areas: • Appropriate communication skills • Collaborative skills • Valuing of diverse abilities and cultural differences • Critical thinking skills • Responsibility for their own behavior and caring for others • Internal locus of control • Self-discipline • Goal setting • Motivation to achieve	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet the academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to assess selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
RESOURCES	Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.B2. Array of Student Support Services

Component	4	3	2	1
ACADEMIC EXPECTATIONS	Classes at all levels are characterized by diverse student groups, and all students—whatever their abilities—are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes at all levels are characterized by diverse student groups, and most students—whatever their abilities—are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements vary greatly according to "level" (e.g., college preparatory, general, basic).	The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students whom they perceive as being at "lower levels."
ACADEMIC SUPPORT	• Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program. • Curriculum and instructional strategies accommodate the learning styles and needs of all students. • All stakeholders are committed and demonstrate the principles of equity for all students. • Trained, caring, and committed staff engage the child in the teaching and learning process. - Clear expectations are shared with all students and parents. - There is ongoing monitoring with timely feedback. - Students self-assess to monitor their own progress.	• Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations. • A variety of instructional strategies are used to ensure that all students meet standards. • Trained, caring, and committed staff engage the child in the teaching and learning process. - Clear expectations are shared with all students and parents. - There is ongoing monitoring with timely feedback. - Students self-assess and monitor their own progress. • Assessment data is used to modify instruction to support student learning.	• Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services. • The teacher uses a variety of instructional strategies to implement the curriculum. • The school develops clear expectations which are communicated to the students and most parents. • Teachers provide ongoing feedback at the end of each test and at the end on the quarter.	• Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or are provided with less challenging work. Tutoring is provided only when students or families pursue it. • The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students. • Teachers provide feedback to students at the end of each grading period.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric III.B: Quality Student Support

Rubric III.B2. Array of Student Support Services

Component	4	3	2	1
ACADEMIC SUPPORT, continued	• Assessment data is used to modify instruction to support student learning.			
CLIMATE FOR LEARNING	• The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students. • Most students and parents feel safe and welcomed a the school.	• Some teachers provide students with learning environments that promote achievement in their classrooms. • The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment. • The principal establishes and administers school rules.

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations and other program requirements.

Rubric III.B3: School-Based Services Review

To what extent does the school do an annual review of the support services offered to students taking into account: adequacy of the services offered, number of students identified and serviced and the type of service, effectiveness of the service, and number of students identified and not serviced and why?

Component	4	3	2	1
INCLUSION	All students are encouraged and afforded the opportunity to participate in one or more co-curricular activities in support of their unique talents, skills, and interests. Students participate in school-sponsored activities such as clubs, sports, and service organizations that reflect their multiple intelligences and are tied to the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All students feel accepted and supported as participants.	Most students participate in a wide variety of school-sponsored activities such as clubs, sports, and service organizations based on student interest. These activities are intended to maximize opportunities for success in meeting the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Students who qualify are encouraged to participate in school-sponsored activities which have open memberships or tryouts and often follow a pattern determined by peer and social groups. These activities may be linked to the Hawai'i Content and Performance Standards.	Schools provide co-curricular activities for interested students based on history and tradition. Participation may be influenced by real or perceived barriers with students lacking interest or acceptance.
SCHOOL-BASED SUPPORT	• Most school staff are knowledgeable of the various programs, resources and services within the school and community. • Families are kept informed of all school programs and services as needed. • Appropriate student services address the social, emotional, and academic needs of all students. • Services are school-based, coordinated, easily accessible, and integrated to support student learning. • Integration of community resources and agencies with school personnel help to maintain a consistent and effective level of services that support student learning. • Programs are in place to help students to transition from the elementary to the middle/intermediate grades and to the high school.	• Most school staff are knowledgeable of the various programs, resources, and services within the school and community. • Families are kept informed of all school programs and services as needed. • Schools plan collaboratively with public and private organizations to develop an active partnership. • School programs are designed to enhance community-school connections and to build a sense of community. • Collaboratively-developed plans are in place to ensure successful transition for students throughout their educational program. • A variety of community resources are regularly utilized to complement school-level services.	• Some school staff are knowledgeable of the various programs, resources and services within the school and community. • Families are kept informed of all school programs and services as needed. • There is collaboration between the schools, community agencies, and other groups.	• Preventive strategies (i.e., teaching of pro-social skills, establishing safe and co-operative classrooms) are incorporated in the classroom to address safety, security, social-emotional characteristics, substance abuse, health, and physical problems. • Classroom teachers periodically make referrals for students who appear to need extra assistance. (These students are usually identified and referred because of their behavior in class.) • Families are informed of school programs and services through informal communication systems. • Community resources and participation are sought occasionally when the need arises.

Resource Aid D

Job Descriptions for Learning Support (Enabling) Component Leadership at a School Site

Given that a Learning Supports (Enabling) Component is one of three primary and essential components of a comprehensive school reform model, it is imperative to have designated administrative and staff leadership. These may be specified as a Learning Supports (Enabling) Component

Administrative Lead

Staff Daily Operations Lead – may be a support service staff member (e.g., a school psychologist, social worker, counselor nurse), a program coordinator, a teacher with special interest in this area.

These leaders, along with other key staff, embody the vision for the Learning Supports Component. Their job descriptions should delineate specific functions related to their roles, responsibilities, and accountabilities.

The major functions for these lead personnel involve the following spheres of activity with respect to addressing barriers to student learning and promoting healthy development.

I. Enhancing interventions and related systems within the school

- **Coordination and integration of programs/services/systems**
- **Development of programs/service/systems**

II. Enhancing school-community linkages and partnerships through coordination and integration of school-community resources/systems

III. Capacity building (including stakeholder development)

***Staff Daily Operations Lead* for Learning Supports (Enabling) Component**

The staff lead works under the direct supervision of the Learning Support Administrative Lead at the school. The job entails working with staff and community resources to develop, over time, a full array of programs and services to address barriers to student learning and promote healthy development by melding school, community, and home resources together. Moreover, it involves doing so in a way that ensures programs are fully integrated with each other and with the Instructional and Management/Governance Components at the school.

The essence of the staff lead's day-by-day functions is to be responsible and accountable for ongoing progress in developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development. This encompasses systems and programs related to all 6 curricular areas of a Learning Support (Enabling) component: (1) enhance the ability of the classroom to enable learning, (2) provide support for the many transitions experiences by students and families, (3) increase home involvement, (4) respond to and prevent crises, (5) offer special assistance to students and their families, and (6) expand community involvement (with a special focus on the use of volunteers). Properly developed over time, the activity will establish a continuum of interventions ranging from primary prevention through early intervention to treatment of serious problems.

Examples of Specific job duties:

Has daily responsibility to advance the agenda for the component; carries out daily tasks involved in enhancing the component; ensures that system and program activity is operating effectively; provides daily problem-solving related to systems and programs.

Organizes and coaches the Resource Coordinating Team and the Work Groups for the six areas of the Learning Supports (Enabling) Component (i.e., classroom focused enabling, crisis response and prevention, transitions, home involvement in schooling, community outreach/volunteers, and student and family assistance).

Monitors progress related to plans and priorities formulated by the Resource Coordinating Team.

Monitors current Learning Supports (Enabling) programs to ensure they are functioning well and takes steps to improve their functioning and ongoing development (e.g., ensuring program availability, access, and effectiveness).

Supports the stakeholder (faculty and parent) Learning Support Committee that recommends policy and priorities to the site based council related to this component.

Participates in the Learning Supports Steering Committee which reviews, guides, and monitors progress and long range plans, problem solves, and acts as a catalyst to keep the component linked to the instruction and governance components.

Provides support, guidance, visibility, public relations, and advocacy for the Learning Supports (Enabling) Component at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the component.

Ensures all new students, families, and staff are provided with a welcome and orientation to the school and the activities related to addressing barriers to learning and promoting healthy development.

- Coordinates activity taking place in the Family Center (where one is in operation.)

Aid D-2

Ensures effective communication, coordination, and integration among those involved with the component and between the Learning Supports (Enabling) Component and the Instructional and Management/Governance Components

Anticipates and identifies problems and provides rapid problem solving (including a focus on morale).

Acts as the liaison between the school and other entities (e.g., community resources) who work with the site related to enabling activity.

Ensures that the activities of other entities (e.g., community resources) who work with the site related to enabling activity operate under the umbrella of the Component and are well-coordinated and integrated with daily enabling activities.

Meets with the Administrative Lead for the Learning Supports (Enabling) Component on a regular basis to discuss and advocate for ways to enhance progress.

Examples of Generic Criteria for Staff Performance for this Position

I. Related to interventions to enhance systems within schools

A.. Coordinates and integrates programs/services/systems (e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with colleagues to ensure activities are carried out in the most equitable and cost-effective manner consistent with legal and ethical standards for practice – examples of mechanisms include case-oriented teams; resource-oriented teams; consultation, coaching and mentoring mechanisms; triage, referral, and care monitoring systems; crisis teams).

B. Facilitates development of programs/service/systems (e.g., demonstrates the ability to enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development; works effectively to bring others together to improve existing interventions and to fill gaps related to needed prevention programs, early-after-onset interventions, and specialized assistance for students and families)

II. Related to interventions to enhance school-community linkages and partnerships

Coordinates and integrates school-community resources/systems (e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with community entities; facilitates weaving together of school and community resources and systems to enhance current activity; enhances development of a comprehensive, multifaceted, and integrated continuum of interventions for a diverse range of students and their families)

III. Related to capacity building

Supervises professionals-in-training; facilitates welcoming, orientation, and induction of new staff, families, and students; represents component in planning arenas where budget, space, and other capacity building matters are decided (e.g., demonstrates the ability to coach, mentor, and supervise professional-in-training; provides orientation to the Learning Support component for newly hired personnel; ensures effective support for transitions of all newcomers)

Administrative Lead for Learning Supports (Enabling) Component

For the Learning Supports (Enabling) Component to be , in fact, one of three primary and essential components of a comprehensive school reform model, it is imperative to have an administrative leader who spends at least 50% of each day pursuing functions relevant to the component. This leader must ensure that the school's governance and advisory bodies have an appropriate appreciation of the Learning Supports (Enabling) Component and that the component is accounted for in all planning and decision making.

Examples of Specific Job Duties

Represents the Learning Supports (Enabling) Component at the decision making and administrative tables to address policy implementation, budget allocations, operational planning, infrastructure development and maintenance, interface with instruction and governance, information management, development of an effective communication system, development of an effective system for evaluation and accountability with an emphasis on positive accomplishments and quality improvement).

Provides support, guidance, visibility, public relations, and advocacy for the Learning Supports (Enabling) Components at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the component)

Ensures effective communication, coordination, and integration among those involved with the component and between the Learning Supports (Enabling) Component and the Instructional and Management/Governance Components.

Leads the Learning Supports (Enabling) Component Steering Committee which reviews, guides, and monitors progress and long range plans, problem solves, and acts as a catalyst to keep the component linked to the instruction and governance components.

Participates in the Resource Coordinating Committee to monitor progress related to plans and priorities for the Learning Supports (Enabling) Component.

Mentors and helps restructure the roles and functions of key Learning Supports (Enabling) Component staff (e.g., pupil services personnel and others whose roles and functions fall within the arena of the Learning Supports Component); in particular, helps redefine traditional pupil serve roles and functions in ways that enables them to contribute to all six programmatic Learning Supports Component areas.

Anticipates and identifies problems and provides rapid problem solving (including a focus on morale).

Identifies capacity building impact and future needs related to the Learning Supports Component (e.g., status of stakeholder development and particularly inservice staff development) and takes steps to ensure that plans are made to meet needs and that an appropriate amount of capacity building is devoted to the Component.

Meets with the Learning Supports Operations Staff Lead on a regular basis to review progress related to the Learning Supports Components and to discuss and advocate for ways to enhance progress.

Resource Aid E

REFRAMING THE ROLES AND FUNCTIONS OF STUDENT SUPPORT STAFF

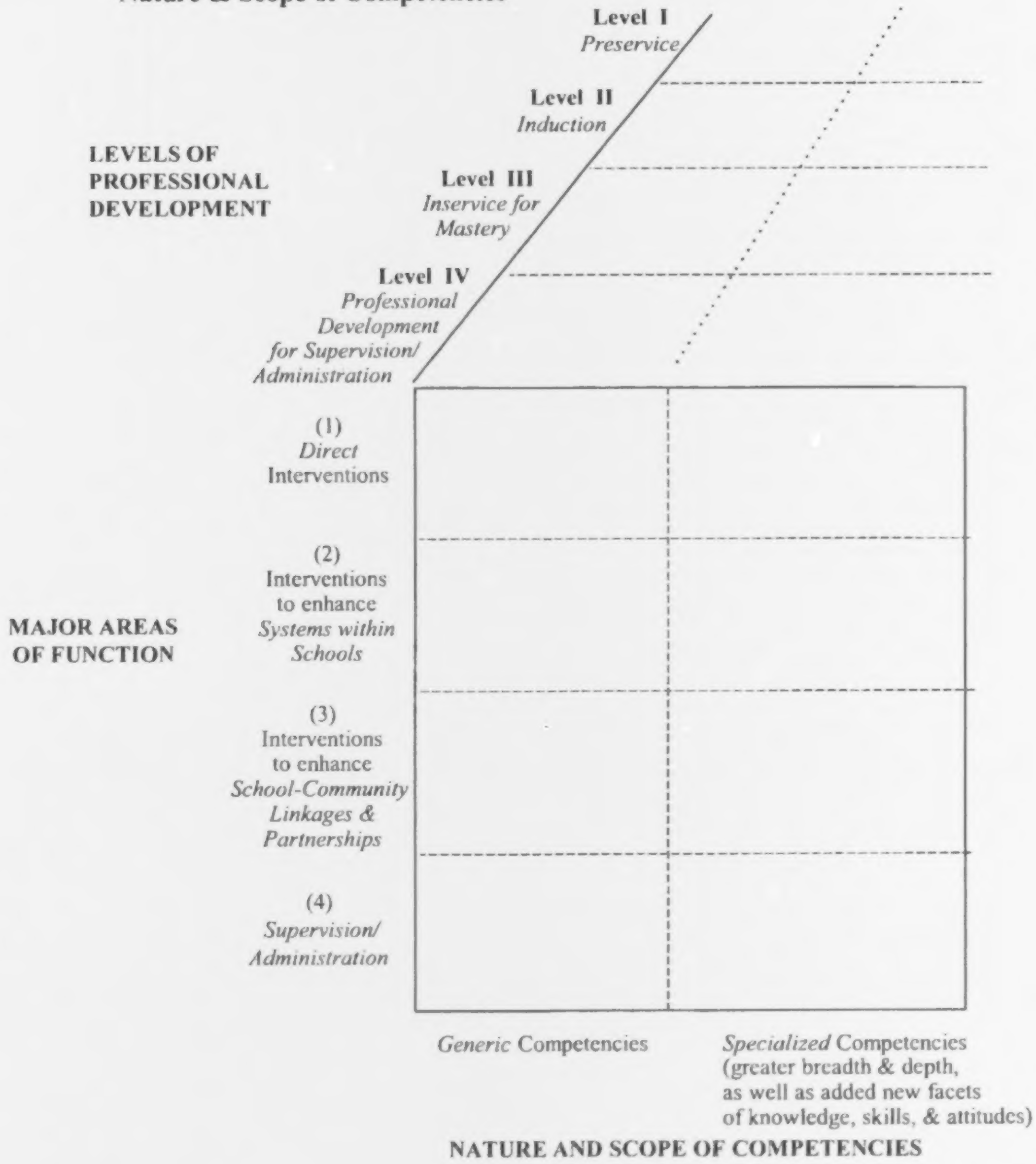
Many influences are reshaping the work of pupil services personnel. Besides changes called for by the growing knowledge based in various disciplines and fields of practice, initiatives to restructure education and community health and human services are creating new roles and functions. Clearly, pupil service personnel will continue to be needed to provide targeted direct assistance and support. At the same time, their roles as advocates, catalysts, brokers, and facilitators of systemic reform will expand. As a result, they will engage in an increasingly wide array of activity to promote academic achievement and healthy development and address barriers to student learning. In doing so, they must be prepared to improve intervention outcomes by enhancing coordination and collaboration within a school and with community agencies in order to provide the type of cohesive approaches necessary to deal with the complex concerns confronting schools.

Consistent with the systemic changes that have been unleashed is a trend toward less emphasis on intervention ownership and more attention to accomplishing, desired outcomes through flexible and expanded roles and functions for staff. This trend recognizes underlying commonalities among a variety of school concerns and intervention strategies and is fostering increased interest in cross-disciplinary training and interprofessional education.

Clearly, all this has major implications for changing professional preparation and credentialing.

Efforts to capture key implications are illustrated in the following framework. This framework was sketched out by an expert panel convened by one state's credentialing commission to provide guidelines for revision of the state's standards for developing and evaluating pupil services personnel credential programs.

Framework. Areas of Function, Levels of Professional Development, & Nature & Scope of Competencies


Level I
Preservice
Level II
Induction
Level III
Inservice for Mastery
Level IV
Professional Development for Supervision/ Administration
LEVELS OF PROFESSIONAL DEVELOPMENT
MAJOR AREAS OF FUNCTION
(1) *Direct* Interventions
(2) Interventions to enhance *Systems within Schools*
(3) Interventions to enhance *School-Community Linkages & Partnerships*
(4) *Supervision/ Administration*
Generic Competencies
Specialized Competencies (greater breadth & depth, as well as added new facets of knowledge, skills, & attitudes)
NATURE AND SCOPE OF COMPETENCIES

Notes:

Cross-cutting all dimensions are foundational knowledge, skills, and attitudes related to such topics as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology.

(a) *Direct* interventions = implementing one-to-one, group, or classroom programs and services

(b) Interventions to enhance *systems within schools* = coordination, development, & leadership related to programs, services, resources, and systems

(c) Interventions to enhance *school-community linkages & partnerships* = connecting with community resources

(d) *Supervision/Administration* = responsibility for training pupil personnel and directing pupil personnel services and programs

About the Framework

Areas of function, levels of professional development, and nature & scope of competencies. The first framework outlines three basic dimensions that should guide development of programs to prepare pupil personnel professionals. As highlighted in the Exhibit on the next page, the following four major areas of function are conceived.

(1) direct interventions with students and families

(2) interventions to enhance systems within schools

(3) interventions to enhance *school-community linkages & partnerships*

(4) supervision/administration

Within each of these areas are sets of generic and specialized competencies. The many competencies are learned at various levels of professional development. There is a need to develop criteria with respect to each of these areas. (See examples in the exhibit following the framework.) Of course, the number of criteria and the standards used to judge performance should vary with the specific job assignment and level of professional development.

Although some new knowledge, skills, and attitudes are learned, *specialized* competence is seen as emerging primarily from increasing one's breadth and depth related to generic competencies. Such specialized learning, of course, is shaped by one's field of specialization (e.g., school counselor, psychologist, social worker), as well as by prevailing views of job demands (e.g., who the primary clientele are likely to be, the specific types of tasks one will likely perform, the settings in which one will likely serve).

Note that most competencies for supervision/administration are left for development at Level IV. Also note that cross-cutting all dimensions are foundational knowledge, skills, and attitudes related to areas such as (a) human growth, development, and learning, (b) interpersonal/ group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, (g) applications of advanced technology.

Exhibit: Examples of Generic Criteria for Staff Performance in Each Area of Function

(1) Direct interventions with students and families

Student support – demonstrates the ability to plan, implement, and evaluate programs and services that equitably address barriers to learning and promote healthy development among a diverse range of students (e.g., developmental and motivational assessments of students, regular and specialized assistance for students in and outside the classroom, prereferral interventions, universal and targeted group interventions, safe and caring school interventions; academic and personal counseling; support for transitions)

Family assistance – demonstrates the ability to plan, implement, and evaluate programs and services for students' families whenever necessary to enhance student support (e.g., providing information, referrals, and support for referral follow-through; instruction; counseling; home involvement)

(2) interventions to enhance *systems within schools*

Coordination and integration of programs/services/systems – demonstrates the ability to plan, implement, and evaluate *mechanisms* for collaborating with colleagues to ensure activities are carried out in the most equitable and cost-effective manner consistent with legal and ethical standards for practice (examples of mechanisms include case-oriented teams; resource-oriented teams; consultation, coaching, and mentoring mechanisms; triage, referral, and care monitoring systems; crisis teams)

Development of program/service/systems – demonstrates the ability to enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development among a diverse range of students and their families (e.g., collaborates in improving existing interventions; collaborates to develop ways to fill gaps related to needed prevention programs, early-after-onset interventions, and assistance for students with severe and/or chronic problems; incorporates an understanding of legal and ethical standards for practice)

(3) interventions to enhance *school-community linkages & partnerships*

Coordination and integration of school-community resources/systems – demonstrates the ability to plan, implement, and evaluate *mechanisms* for collaborating with community entities to weave together school and community resources and systems to enhance current activity and enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development

(4) supervision/administration

Supervision of professionals-in-training and induction of new staff -- demonstrates the ability to coach, mentor, and supervise professionals-in-training and newly hired pupil services personnel both with respect to generic and speciality functions

Administration of pupil services -- demonstrates the ability to design, manage, and build capacity of personnel and programs with respect to specialized pupil services activities and generic systemic approaches to equitably addressing barriers to learning and promoting healthy development

Administrative leadership in the district -- demonstrates the ability to participate effectively in District decision making to advance an equitable and cost-effective role for pupil services personnel in addressing barriers to learning and promoting healthy development

In addition to the above, each field (e.g., school psychology, counseling, social work) will want to add several specialized competencies.

Resource Aid F

Establishing a Resource-Oriented Team at a School Site

Resource-oriented organizational mechanisms focus specificallyon ensuring the appropriate use of existing resources and enhancing efforts to address barriers to student learning. Such mechanisms can reduce marginalization and fragmentation and enhance cost-efficacy of learner support activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner (see Exhibit on following page).

Creation of resource-oriented mechanisms is essential for starting to weave together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When such mechanisms are created in the formof teams," they also are vehicles for building working relationships and can play a role in solving turf and operational problems, developing plans to ensure availability of a coordinated set of efforts, and generally improving the attention paid to developing a comprehensive, integrated approach for addressing barriers to student learning.

One of the primary and essential tasks a resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families,and staff. A comprehensive "gap" assessment is generated as resource mapping is compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed, provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and enhance use of existing resources. Such analyses also can guide efforts to improve cost-effectiveness. In a similar fashion, a resource-oriented team for a complex or family of schools (e.g., a high school and its feeders) and at the district level provides mechanisms for analyses that can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale. For those concerned with school reform, establishment of such mechanisms are a key facet of efforts designed to restructure school support services.

The following discussion first explores such mechanisms at the school level, then in terms of a feeder pattern, and finally at the district level.

Creation of a school-site resource-oriented mechanism provides a good starting place in efforts to enhance coordination and integration of services and programs and for reaching out to District and community resources to enhance learner supports. And, over time, such a mechanism can be evolved to do much more – eventually transforming current approaches to addressing barriers to student learning and promoting healthy development.

As discussed here, the school level resource-oriented mechanism is dubbed a*Resource Coordinating Team.* We initially piloted such teams in the Los Angeles Unified SchoolDistrict and now they are being introduced in many schools across the country. Properly constituted, such a team provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

Exhibit

WHAT IS A RESOURCE COORDINATING TEAM?

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Resource Coordinating Team* is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Resource Coordinating Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

Mapping resources at school and in the community
Analyzing resources
Identifying the most pressing program development needs at the school
Coordinating and integrating school resources & connecting with community resources
Establishing priorities for strengthening programs and developing new ones
Planning and facilitating ways to strengthen and develop new programs and systems
Recommending how resources should be deployed and redeployed
Developing strategies for enhancing resources
"Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on a Resource Coordinating Team?

A Resource Coordinating Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

Principal or assistant principal
School Psychologist
Counselor
School Nurse
School Social Worker
Behavioral Specialist
Special education teacher
Representatives of community agencies involved regularly with the school
Student representation (when appropriate and feasible)
Others who have a particular interest and ability to help with the functions

It is important to integrate the RCT with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Resource Coordinating *Council* formed for the feeder pattern of schools.

References:

Adelman, H.S. (1993). School-linked mental health interventions: Toward mechanisms for service coordination and integration. *Journal of Community Psychology, 21*, 309-319.
Center for Mental Health in Schools (2001). *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.* Los Angeles: Author at UCLA.
Center for Mental Health in Schools (2002). *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning.* Los Angeles: Author at UCLA.
Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). Upgrading school support programs through collaboration: Resource Coordinating Teams. *Social Work in Education, 17*, 117-124.

When we mention a Resource Coordinating Team, some school staff quickly respond:

We already have one!

When we explore this with them, we usually find what they have is a *case-oriented team* -- that is, a team that focuses on individual students who are having problems. (Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.)

To help clarify the difference, we have developed the following exhibit:

A Case-Oriented Team	***A Resource-Oriented Team***
Focuses on specific *individuals* and discrete *services* to address barriers to learning	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development
Sometimes called:	Possibly called:
Child Study Team Student Study Team Student Success Team Student Assistance Team Teacher Assistance Team IEP Team	Resource Coordinating Team Resource Coordinating Council School Support Team
EXAMPLES OF FUNCTIONS:	EXAMPLES OF FUNCTIONS:
>triage >referral >case monitoring/management >case progress review >case reassessment	>mapping resources at school and in the community >analyzing resources >identifying the most pressing program development needs at the school >coordinating and integrating resources & connecting with community resources >establishing priorities for strengthening programs and developing new ones >planning and facilitating ways to strengthen and develop new programs and systems >recommending how resources should be deployed and redeployed >developing strategies for enhancing resources >social "marketing"

In contrasting the two teams, the intent is to highlight the difference in functions and the need for both teams (not to suggest one set of functions should take precedence over the other).

Another way to help differentiate the two types of mechanisms is by use of two familiar metaphors. A *case-orientation* fits the *starfish* metaphor.

The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said:

It's no use your doing that, there are too many,
You're not going to make any difference.

The boy looked at him in surprise, then bent over, picked up another starfish, tossed it back, and then replied:

It made a difference to that one!

And, of course, that is the metaphor that reflects all the important clinical efforts undertaken by staff alone and when they meet together to work on specific cases.

The *resource-oriented* focus is captured by what can be called the *bridge* metaphor.

In a small town, one weekend a group of school staff went fishing together down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river and drowning. Soon every one in the group was diving in and dragging children to the shore, resuscitating them, and then jumping back in to save as many as they could. But, there were too many. For every one they saved, several others floated by and drowned. All of a sudden, in the midst of all this frenzy, one of the group stopped jumping in and was seen walking away. Her colleagues were amazed and irate. How could she leave when there were so many children to save? About an hour later, to everyone's relief, the flow of drowning children stopped, and the group could finally catch their breathe. At that moment, their colleague came back. They turned on her and angrily shouted:

How could you walk off when we needed everyone here to save the children?

She replied:

It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.

Fixing and building better bridges is a good way to think about prevention work, and it is the way to understand the importance of taking time to focus on improving and enhancing resources, programs, and systems.

As indicated, a resource oriented team's focus is not on specific individuals, but on how resources are used. In doing so, it provides what often is a missing link for managing and enhancing*systems* in ways that integrate and strengthen interventions. For example, such a team can (a) map and analyze *activity and resources* to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance *systems,* (c) enhance *procedures* for management of programs and information and for communication among school staff and with the home, and (d) explore ways to *redeploy and enhance resources* – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community. Indeed, such a school-site team provides a key mechanism for weaving together existing school and community resources and increasing cohesive functioning of services and programs.

A Resource Coordinating Team exemplifies the type of mechanism needed for overall cohesion and coordination of school support programs and systems for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, ant physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

preparing and circulating a list profiling available resources (programs, personnel, special projects, services, agencies) at the school, in the district, and in the community

clarifying how school staff and families can access them

refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g. where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)

mediating problems related to resource allocation and scheduling,

ensuring sharing, coordination, and maintenance of needed resources

assisting in creation of area program teams

exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)

evolving a site's infrastructure for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development (possibly including health and family centers as hubs)

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to focus on enhancing resources and programs by augmenting their membership and agendas. Of course, in doing so, they must take great care to structure the agenda so that sufficient time is devoted to the additional tasks. In small schools where there are so few staff that a large team is not feasible, there still is a need for some form of a resource-oriented mechanism. Thus, in some instances, the "team" may be as small as two persons.

recruit a broad range of stakeholders

Although a resource-oriented mechanism might be created solely around psychosocial programs, it is meant to focus on resources related to all major programs and services supporting the instructional component. Thus, it tries to bring together representatives of all these programs and services. This might include, for example, guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with schools. Beyond these "service" providers, such a team is well-advised to add the energies and expertise of administrators, regular classroom teachers, non-certificated staff, parents, and older students.

The larger the group, of course, the harder it is to find a meeting time and the longer each meeting tends to run. Nevertheless, the value of broad stakeholder representation far outweighs these matters. And, good meeting facilitation that maintains a task-focus and an action orientation can make meetings a invaluable opportunity to enhance systems.

ensure motivational readiness & capability

For the team to function well, there must be a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). They must be committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.) The team must have a dedicated leader/facilitator who is able to keep the group task-focused and productive. It also needs someone who records decisions and plans and reminds members of planned activity and products. Where advanced technology is available (management systems, electronic bulletin boards and E-mail, clearinghouses), it can be used to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

ensure representation on governance & planning bodies

The team meets as needed. Frequency of meetings depends on the group's functions, time availability, and ambitions. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done. Well planned and trained teams can accomplish a great deal through informal communication and short meetings.

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies ensures the type of infrastructure connections that are essential if programs and services are to be maintained, improved, and increasingly integrated with classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative "table."

For many support service personnel, their past experiences of working in isolation – and sometimes in competition with others – make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. The attached resource aids can help in establishing a Resource Coordinating Team and ensuring it is structured to operate effectively.

Focusing on Resources for a Complex or "Family" of Schools

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with students from the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention.)

With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. In general, then, a group of sites can benefit from having an ongoing, multi-site, resource-oriented mechanism that provides leadership, facilities communi-cation, coordination, integration, and quality improvement of all activity the sites have for addressing barriers to learning and promoting healthy development.

Thus, a multi-site team or Resource Coordinating *Council* for a complex of schools (e.g., a high school and its feeder middle and elementary schools) brings together one to two representatives of each school's resource *team* (see figure below). Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.

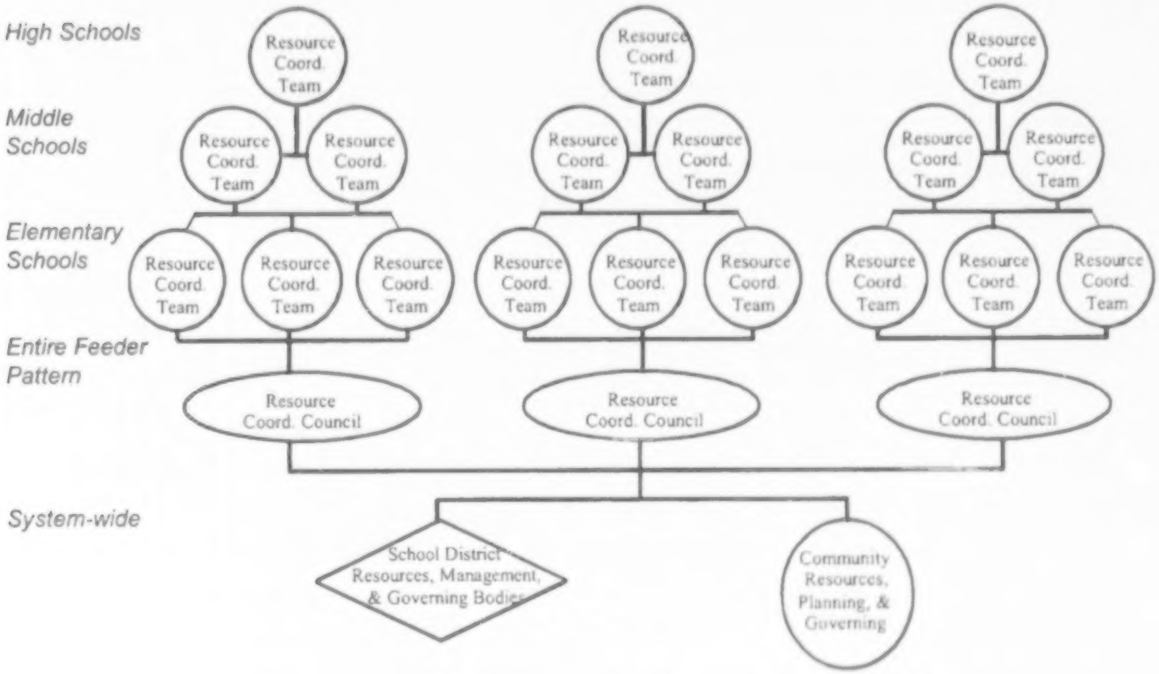

High Schools
Middle Schools
Elementary Schools
Entire Feeder Pattern
System-wide
Resource Coord. Team
Resource Coord. Council
School District Resources, Management, & Governing Bodies
Community Resources, Planning, & Governing

Figure 1. Developing and connecting mechanisms at schools sites, among families of schools, and district and community-wide

Some specific functions for a Council are:

Council functions

to share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration.

to identify specific needs and problems and explore ways to address them (e.g., Can some needs be met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)

to discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Council membership

Each school might be represented on the *Council* by two members of its Resource *Team*. To assure a broad perspective, one of the two might be the site administrator responsible for enabling activity; the other would represent line staff. To ensure a broad spectrum of stakeholder input, the council also should include representatives of classroom teachers, non-certificated staff, parents, and students, as well as a range of community resources that should be involved in schools.

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

System-wide Mechanism

School and multi-site mechanisms are not sufficient. A system-wide mechanism must be in place to support school and cluster level activity. A *system-wide resource coordinating body* can provide guidance for operational coordination and integration across groups of schools. Functions might encompass (a) ensuring there is a district-wide vision and strategic planning for addressing barriers to student learning and promoting healthy development, (b) ensuring coordination and integration among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, (d) ensuring complete and comprehensive integration with the district's education reforms, and (e) ensuring evaluation, including determination of equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results for accountability purposes.

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

Phasing-in Resource Teams and Councils

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a, 1999b, 2001; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches, such as the establishment of Resource Coordinating Teams and Councils.

The exhibit on the following pages offers an outline of phases for establishing such mechanisms and summarizes some key facets of what has been discussed above.

Exhibit

Phasing in Resource Coordinating Teams and Councils

Phase *1. Organizing Resource Coordinating Teams at a School Site*

Creation of a School-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

improve coordination and efficacy by ensuring

>basic systems (for referral, triage, case management) are in place and effective
>programs/services are profiled, written up, and circulated
>resources are shared equitably

enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach

evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Special Services, Programs, and Other Resources."

(b) how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

(d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Coordinating Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Resource Coordinating Team and the complex Council are provided in the body of this report.

Aid F-11

Phase II. ***Organizing a Programmatic Focus and Infrastructure for Education Support Activity***

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Coordinating Team.

This involves facilitating

development of program teams

analyses of education support activity (programs/services) by program area teams to determine

>how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
>whether any activities need to be improved (or eliminated)
>what is missing -- especially any activity that seems as important or even more important than those in operation.

- efforts by program area teams related to

>profiling, writing up, circulating, and publicizing program/service information
>setting priorities to improve activity in a programmatic area
>setting steps into motion to accomplish their first priority for improvement
>moving on to their next priorities.

Phase III. ***Facilitating the Maintenance and Evolution of Appropriate Changes***

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. ***Facilitating the Institutionalization/Sustainability of Appropriate Changes***

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

Resource Aids for Developing Resource Coordinating Teams/Councils

- *Checklist for Establishing School-Site Teams*
- *Examples of Initial and Ongoing Tasks for Team/Council*

Planning and Facilitating Effective Meetings

Checklist for Establishing School-Site Teams

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every interested staff member is encouraged to participate.

3. ___ Team include key stakeholders (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, representatives of any community agency significantly involved with the site, administrator, regular classroom teachers, non-certificated staff, parents, older students).

4. ___ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6. ___ Team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Team has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Team uses advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Aid F-14

Exhibit

Examples of Initial and Ongoing Tasks for *Team/Council*

Orientation for representatives to introduce each to the other and provide further clarity of group's purposes and processes

Review membership to determine if any major staekholder is not represented; take steps to assure proper representation

Share and map information regarding what exists (programs, services, systems for triage, referral, case management, etc. – at a site; at each site; in the district and community)

Analyze information on resources to identify important needs at specific sites and for the complex/family of schools as a whole

Establish priorities for efforts to enhance resources and systems

Formulate plans for pursuing priorities

Each site discusses need for coordinating crisis response across the complex and for sharing complex resources for site specific crises and then explores conclusions and plans at Council meeting

Discussion of staff (and other stakeholder) development activity with a view to combining certain training across sites

Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General Meeting format

Updating on and introduction of membership

Reports from those who had between meeting assignments

Current topic for discussion and planning

Decision regarding between meeting assignments

Ideas for next agenda

Aid F-15

Planning and Facilitating Effective Meetings

Forming a Working Group

There should be a clear statement about the group's mission.
Be certain that members agree to pursue the stated mission and, for the most part, share a vision.

Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
Begin the meeting by reviewing purpose, topics, desired outcomes, eta. Until the group is functioning well, it may be necessary to review meeting ground rules.
Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
Periodically review what has been accomplished and move on the next item.
Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

Hidden Agendas – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
A Need for Validation – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
Members are at an Impasse – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
Interpersonal Conflict and Inappropriate Competition – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
Ain't It Awful! – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

Aid F-16

Resource Aid G

Weaving School-Community Resources Together

While it is relatively simpleto make informal linkages, establishing major long-term collaborations is complicated. Doing so requires vision, cohesive policy, and basic systemic reforms. The complications are readily seen in any effort to develop a comprehensive, multifaceted, and integrated approach to promoting healthy development and addressing barriers to development and learning. Such an approach involves much more than linking a few services, recreation, and enrichment activities to schools (see Appendix A). Major systemicchanges are required to develop and evolve formal and institutionalized sharing of a wide spectrum of responsibilities and resources.

Collaboratives can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Strong family-school-community connections are critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer.

Comprehensive collaboration represents a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such collabotation requires stake-holder readiness, an enlightened vision, creative leadership, and new and multi-faceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership.

As noted, interest in connecting families, schools, and communities is growing at an exponential rate. For schools, such links are seen as a way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in collaboration is bolstered by the renewed concern about widespread fragmentation of school and community interventions. The hope is that integrated resources will have a greater impact on "at risk" factors and on promoting healthy development.

In fostering collaboration, it is essential not to limit thinking to coordinating community services and collocating some on school sites. Such an approach downplays the need to also restructure the various education support programs and services that schools own and operate. And, it has led some policy makers to the mistaken impression that community resources can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free-up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school-community collaboration are in place, local agencies find they have stretched their resources to the limit. Policy makers must realize that increasing access to services is only one facet of any effort to establish a comprehensive, cohesive approach for strengthening families and neighborhoods.

Collaboratives often are established because of the desire to address a local problem or in the wake of a crisis. In the long-run, however, family-community-school collab-oratives must be driven by a comprehensive vision about strengthening youngsters, families, schools, and neighborhoods. This encompasses a focus on safe schools and neighborhoods, positive development and learning, personal, family, and economic well-being, and more.

It is commonly said that collaboratives are about building relationships. It is important to understand that the aim is to build potent, synergistic, *working* relationships, not simply to establish positive personal connections. Collaboratives built mainly on personal connections are vulnerable to the mobility that characterizes many such groups. The point is to establish stable and sustainable working relationships. This requires clear roles, responsibilities, and an institutionalized infrastructure, including well-designed mechanisms for performing tasks, solving problems, and mediating conflict.

A collaborative needs financial support. The core operational budget can be direct funding and in-kind contributions from the resources of stakeholder groups. A good example is the provision of space for the collaborative. A school or community entity or both should be asked to contribute the necessary space. As specific functions and initiatives are undertaken that reflect overlapping arenas of concern for schools and community agencies such as safe schools and neighborhoods, some portion of their respective funding streams can be braided together. Finally, there will be opportunities to supplement the budget with extra-mural grants. A caution here is to avoid pernicious funding. That is, it is important not to pursue funding for projects that will distract the collaborative from vigorously pursuing its vision in a cohesive (nonfragmented) manner.

The governance of the collaborative must be designed to equalize power so that decision making appropriately reflects all stakeholder groups and so that all are equally accountable . The leadership also must include representatives from all groups, and all participants must share in the workload – pursuing clear roles and functions. And, collaboratives must be open to all who are willing to contribute their talents.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in important results. For this to happen, steps must be taken to ensure that collaboratives are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their roles and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

It's not about a collaborative . . . it's about collaborating to be effective

Collaboration involves more than simply working together. It is more than a process to enhance cooperation and coordination. Thus, professionals who work as a multidisciplinary team to coordinate treatment are not a collaborative; they are a treatment team. Interagency teams established to enhance coordination and communication across agencies are not collaboratives; they are a coordinating team.

The hallmark of collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals. A collaborative structure requires shared governance (power, authority, decision making, accountability) and weaving together of a set of resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in planful and mutually beneficial ways.

Growing appreciation of social capital has resulted in collaboratives expanding to include a wide range of stakeholders (people, groups, formal and informal organizations). The political realities of local control have further expanded collaborative bodies to encompass local policy makers, representatives of families, nonprofessionals, and volunteers.

Any effort to connect home, community, and school resources must embrace a wide spectrum of stakeholders. In this context, collaboration becomes both a desired process and an outcome. That is, the intent is to work together to establish strong working relationships that are enduring. However, family, community, and school collaboration is not an end in itself. It is a turning point meant to enable participants to pursue increasingly potent strategies for strengthening families, schools, and communities.

As defined above, true collaboratives are attempting to weave the responsibilities and resources of participating stakeholders together to create a new form of unified entity. For our purposes here, any group designed to connect a school, families, and other entities from the surrounding neighborhood is referred to as a "school-community" collaborative. Such groups can encompass a wide range of stakeholders. For example, collaboratives may include agencies and organizations focused on providing programs for education, literacy, youth development, and the arts; health and human services; juvenile justice; vocational education; and economic development. They also may include various sources of social and financial capital, including youth, families, religious groups, community based organizations, civic groups, and businesses.

Operationally, a collaborative is defined by its *functions*. Family, community, and school connections may be made to pursue a variety of functions. These include enhancing how existing resources are used, generating new resources, improving communication, coordination, planning, networking and mutual support, building a sense of community, and much more.

Such functions encompass a host of specific tasks such as mapping and analyzing resources, exploring ways to share facilities, equipment, and other resources; expanding opportunities for community service, internships, jobs, recreation, and enrichment; developing pools of nonprofessional volunteers and professional pro bono assistance; making recommendations about priorities for use of resources; raising funds and pursuing grants; advocating for appropriate decision making, and much more.

##############################

Remember the organizational principle:

Form (structure) follows function.

##############################

Organizationally, a collaborative must develop a differentiated infrastructure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Furthermore, since the functions pursued by a collaborative almost always overlap with work being carried out by others, a collaborative needs to establish connections with other bodies.

Effective collaboration requires vision, cohesive policy, potent leadership, infrastructure, & capacity building

Effective family-community-school collaboration requires a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

> move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement – a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members
>
> create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time
>
> delineate high level *leadership assignments* and underwrite essential *leadership/management training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal
>
> establish institutionalized *mechanisms to manage and enhance resources* for family-school-community connections and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)
>
> provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time – a key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work
>
> use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (As soon as feasible, move to technologically sophisticated and integrated management information systems.)

Such a strengthened policy focus allows stakeholders to build the continuum of interventions needed to make a significant impact in addressing the safety, health, learning, and general well being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Clearly, major systemic changes are not easily accomplished. Because of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with sparse financial resources, we recognize that the type of approach described here is not a straightforward sequential process. Rather, the work of establishing effective collaboratives emerges in overlapping and spiraling ways.

The success of collaborations in enhancing school, family, and community connections is first and foremost in the hands of policy makers. If increased connections are to be more than another desired but underachieved aim of reformers, policymakers must understand the nature and scope of what is involved. They must deal with the problems of marginalization and fragmentation of policy and practice. They must support development of appropriately comprehensive and multifaceted school-community collaborations. They must revise policy related to school-linked services because such initiatives are a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching.

By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, these initiatives help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous to every neighborhood. This is incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No Child Left Behind* more than rhetoric.

Resource Aid H

Rethinking a School Board's Current Committee Structure

Most school boards do not have a standing committee that gives full attention to the problem of how schools address barriers to learning and teaching. This is not to suggest that boards are ignoring such matters. Indeed, items related to these concerns appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers to student learning.

Analyzing How the Board's Committee Structure Handles Functions Related to Addressing Barriers

Given that every school endeavors to address barriers to learning and teaching, school boards should carefully analyze how their committee structure deals with these functions. Because boards already have a full agenda, such an analysis probably will require use of an ad hoc committee. This committee should be charged with clarifying whether the board's structure, time allotted at meetings, and the way the budget and central administration are organized allow for a thorough and cohesive overview of all functions schools pursue to enable learning and teaching. In carrying out this charge, committee members should consider work done by pupil services staff (e.g., psychologists, counselors, social workers, attendance workers, nurses), compensatory and special education, safe and drug free schools programs, dropout prevention, aspects of school readiness and early intervention, district health and human service activities, initiatives for linking with community services, and more. Most boards will find (1) they don't have a big picture perspective of how all these functions relate to each other, (2) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (3) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation.

> *If this is the case, the board should consider establishing a standing committee that focuses indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.*

What a Standing Committee Needs to Do

The primary assignment for the committee is to develop a comprehensive policy framework to guide reforms and restructuring so that *every school* can make major improvements in how it addresses barriers interfering with the performance and learning of its students. Developing such a framework requires revisiting existing policy with a view to making it more cohesive and, as gaps are identified, taking steps to fill them.

Mapping

Current policies, practices, and resources must be well-understood. This requires using the lens of addressing barriers to learning to do a complete mapping of all district owned programs, services, personnel, space, material resources, cooperative ventures with community agencies, and so forth. The mapping process should differentiate between (a) regular, long-term programs and short-term projects, (b) those that have the potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit all or most students at every school site and those designed to serve a small segment of the district's students. In looking at income, in-kind contributions, and expenditures, it is essential to distinguish between "hard" and "soft" money (e.g., the general funds budget, categorical and special project funds, other sources that currently or potentially can help underwrite programs). It is also useful to differentiate between long- and short-term soft money. It has been speculated that when the various sources of support are totaled in certain schools as much as 30% of the resources may be going to addressing barriers to learning. Reviewing the budget through this lens is essential in moving beyond speculation about such key matters.

Analysis

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for analysis is how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analysis involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Formulation of a policy framework and specific proposals for systemic reforms

A framework offering a picture of the district's total approach for addressing barriers to learning should be formulated to guide long-term strategic planning. A well-developed framework is an essential tool for evaluating all proposals in ways that minimize fragmented and piecemeal approaches. It also provides guidance in outreaching to link with community resources in ways that fill gaps and complement school programs and services. That is, it helps avoid creating a new type of fragmentation by clarifying cohesive ways to weave school and community resources together.

Formulate specific proposals to ensure the success of systemic reforms

The above tasks are not simple ones. And even when they are accomplished, they are insufficient. The committee must also develop policy and restructuring proposals that enable substantive systemic changes. These include essential capacity building strategies (e.g., administrative restructuring, leadership development, budget reorganization, developing stakeholder readiness for changes, well-trained change agents, strategies for dealing with resistance to change, initial and ongoing staff development, monitoring and accountability). To achieve economies of scale, proposals can capitalize on the natural connections between a high school and its feeders (or a "family" of schools). Centralized functions should be redefined and restructured to ensure that central offices/units support what each school and family of schools is trying to accomplish.

Committee Composition

The nature and scope of the work call for a committee that encompasses

one or more board members who chair the committee (all board members are welcome and specific ones are invited to particular sessions as relevant)

district administrator(s) in charge of relevant programs (e.g., student support services, Title I, special education)

several key district staff members who can represent the perspectives of principals, union members, and various other stakeholders

nondistrict members whose jobs and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand .

To be more specific:

It helps if more than one board member sits on the committee to minimize proposals being contested as the personal/political agenda of a particular board member.

Critical information about current activity can be readily elicited through the active participation of a district administrator (e.g., a deputy/associate/assistant superintendent) responsible for "student support programs" or other major district's programs that address barriers to learning.

Similarly, a few other district staff usually are needed to clarify how efforts are playing out at schools across the district and to ensure that site administrators, line staff, and union considerations are discussed. Also, consideration should be given to including representatives of district parents and students.

Finally, the board should reach out to include members on the standing committee from outside the district who have special expertise and who represent agencies that are or might become partners with the district in addressing barriers to learning. For example, in the Los Angeles Unified School District, the committee included key professionals from post secondary institutions, county departments for health, and social services, public and private youth development and recreation organizations, and the United Way. The organizations all saw the work as highly related to their mission and were pleased to donate staff time to the committee.

Ensuring the Committee's Efforts Bear Fruit

The committee's efforts will be for naught if the focus of their work is not a regular topic on the board's agenda and a coherent section of the budget. Moreover, the board's commitment must be to addressing barriers to learning in powerful ways that enable teachers to be more effective -- as contrasted to a more limited commitment to providing a few mandated services or simply increasing access to community services through developing coordinated/integrated school-linked services.

Given the nature and scope of necessary changes and the limited resources available, the board probably will have to ask for significant restructuring of the district bureaucracy. (Obviously, the aim is not to create a larger central bureaucracy.) It also must adopt a realistic time frame for fully accomplishing the changes.

Resource Aid I

Levels of Competence and Professional Development

The framework on the following page stresses the need to articulate different levels of competence and clarify the level of professional development at which such competence is attained. It also highlights types of certification that might be attached to the different levels of competence and professional development.

Key outcome criteria for designing preservice programs (including internship) are conceived as developing at least the minimal level of competence necessary to qualify for initial employment. The appropriate certification at this level is described as a preliminary credential.

Criteria for professional development at Level II is defined as the level of competence necessary to qualify as a proficient school practitioner. This competence can be developed through on-the-job inservice programs designed to "Induct" new professionals into their roles and functions. Such an induction involves providing support in the form of formal orientation to settings and daily work activity, personalized mentoring for the first year on-the-job, and an inservice curriculum designed specifically to enhance proficient practice. At the end of one school year's employment, based on supervisor verification of proficient practice, a "clear credential" could be issued.

Both with respect to ongoing professional development and career ladder opportunities, availability of appropriate on-the-job inservice and academic programs offered by institutions for higher education is essential. These should be designed to allow professionals to qualify as master practitioners and, if they desire, as supervisors/administrators. At the same time, it is important to appreciate that few school districts are ready to accept formal certification at these levels as a requisite for hiring and developing salary scales. Thus, such certification is seen as something to be recommended -- not required.

Because of the many controversies associated with renewal of certification, the best solution may be to tie renewal to participation in formal on-the-job inservice programs. This presupposes that such inservice will be designed to enhance relevant competencies for pupil service personnel.

Framework.

Levels of Competence and Professional Development and Possible Types of Certification

ONGOING PROFESSIONAL DEVELOPMENT

LEVELS OF COMPETENCE	LEVELS OF PROFESSIONAL DEVELOPMENT	POSSIBLE TYPES OF CERTIFICATION
Competencies to qualify as a *supervisor/ administrator*	**Level IV** Professional Development for Supervision/Admin.	Supervisory/ Administrative (recommended but not required)
Competencies to qualify as a *master practitioner*	**Level III** Inservice for Mastery	Master Practitioner (recommended, but not required)
Competencies to qualify as a *proficient school practitioner*	**Level II** Inservice for Induction (program to provide support for beginning professionals – orientations, mentoring, and inservice professional devel.)	Clear Credential
Minimal Competencies necessary to qualify for *initial employment*	**Level I** Preservice Education – including practicum and internship	Preliminary Credential

RENEWAL

Note:

Cross-cutting all levels of competence are foundational knowledge, skills, and attitudes related to such topics as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology.

Generating Generic and Specialized Competencies.

To guide professional program design and evaluation and for purposes of evaluating candidates for certification, lists of competencies need to be generated. As already stressed, such competencies can be grouped with respect to cross-cutting foundational knowledge, skills, and attitudes and four general areas of function. Thus, *the foundational step* in listing competencies involves delineating what is to be learned related to each *cross-cutting area.*

As noted with respect to the four general areas of professional functions, the necessary competencies in each of these areas can be divided into those common to all pupil services personnel ("generics"), those common to more than one specialty but not shared by all (specialty overlaps), and specialized competencies unique to one specialty.

Logically the nature and scope of competencies listed for each level of professional development varies. The process in generating competencies at each level should be done in steps. At Level 1, this involves delineating cross-cutting foundational knowledge, skills, and attitudes and then generating those generics and specialized competencies that provide at least the minimal level of competence necessary to qualify for initial employment. At subsequent levels of professional development and with respect to each area of function, the first step involves delineating generics and the second step encompasses delineating specializedcompetencies for each specialization. In generating specialized competencies for school psychologists, and social workers, speciality overlaps and perhaps previously unidentified generics are likely to emerge.

Note: The essential competencies for carrying out child welfare and attendance functions are seen as readily embedded in both the school counselor and school social work specialization and perhaps eventually in the school psychology specialization.

Steps for Generating Generic and Specialized Competencies

Foundational Step: Delineate **cross-cutting foundational knowledge, skills, and attitudes** (e.g., related to topics such as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology)

AREAS OF FUNCTION ***NATURE AND SCOPE OF COMPETENCIES FOR LEVEL___***

First Step: Delineate **generic competencies**

(1)
Direct Interventions

1) ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
x) ____________________

---

(2)
Interventions to Enhance Systems within Schools

1) ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
x) ____________________

---

(3)
Interventions to Enhance School-Community Linkages & Partnerships

1) ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
x) ____________________

---

(4)
Supervision/ Administration

1) ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
> ____________________
x) ____________________

Aid I-4

AREAS OF FUNCTION ***NATURE AND SCOPE OF COMPETENCIES FOR LEVEL___***

Second Step: Delineate **specialized competencies**
(greater breadth & depth, *as well as* added new facets of knowledge, skills, & attitudes)

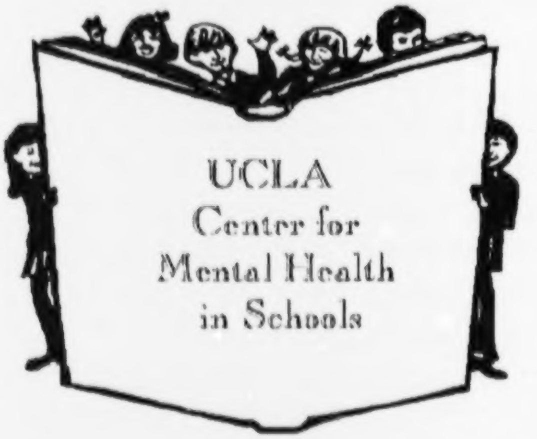
		School Counselor	***School Psychologist***	***School Social Worker***
(1) Direct Interventions	1)			
	>			
	>			
	>			
	>			
	>			
	>			
	x)			
(2) Interventions to Enhance Systems within Schools	1)			
	>			
	>			
	>			
	>			
	>			
	>			
	x)			
(3) Interventions to Enhance School-Community Linkages & Partnerships	1)			
	>			
	>			
	>			
	>			
	>			
	>			
	x)			
(4) Supervision/ Administration	1)			
	>			
	>			
	>			
	>			
	>			
	>			
	x)			

Aid I-5

Mental Health in Schools Center Training and Technical Assistance

From the Center's Clearinghouse ...

Catalogue of Special Resource Materials Developed by the Center



The resources developed by the Center can be downloaded at no cost from the Center's website (http://smhp.psych.ucla.edu). The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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UCLA Center for Mental Health in Schools

Catalogue of Special Resource Materials developed by the Center

(Updated 9/27/02)

The Center's mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to psychosocial and mental health concerns as experienced in schools. Under the auspices of the School Mental Health Project in the Department of Psychology, our Center approaches such concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can end marginalization of the field, counter fragmentation, and enhance collaboration between school and community programs.

In meeting its mission, the Center provides

- a growing set of specially prepared, inexpensive resource aids (see box below)
- a topical printed quarterly newsletter and an electronic monthly newsletter update
- a regularly updated website that features topical information and ready access to helpful resources and TA (Quick Finds, Gateway to a World of Resources for Enhancing MH in Schools)
- other TA resources – including our Clearinghouse and Consultation Cadre
- targeted workshops, conferences, presentations, and participation with major panels, forums, and organizations
- involvement in major systemic reform initiatives
- special partnership arrangements with key organizations and centers

All activities are designed for outreach to appropriate individuals and organizations and stress use of delivery systems and strategies that provide free and ready access via the Internet and through other clearinghouses, including ERIC.

The resource materials/tools developed by the Center encompass several formats focused on **I. systems, II. programs, and III. types of psychosocial and mental health** concerns experienced by children and adolescents. The formats are:

Introductory Packets – overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise

Resource Aid Packets – a form of *tool kit* for circumscribed areas of practice; contains materials to guide and assist with staff training and student/family interventions – including overviews, outlines, checklists, instruments, other resources that can be reproduced and used as info handouts and aids; and info about accessing other resources

Technical Aid Packets – provides basic understanding of specific practices and tools and info about resource access

Technical Assistance Samplers – provides basic info for accessing resources on a *specific topic* such as programs and their outcomes, agencies, organizations, websites, individuals with expertise and library resources

Guides to Practice – Guidebooks that translate ideas into practice; contains resource aids

Continuing Education Modules – for inservice courses and self-learning

Training Tutorials – Self-directed opportunities for in depth learning or a guide for training others; organized topically, with readings and related activities for "preheating," active learning, and follow-up

Quick Training Aids – A brief set of resources to guide those providing an inservice session. Also useful as a form of quick self-tutorial. Most encompass: key talking points for a short training session, a brief overview of the topic, facts sheets, tools, a sampling of other related information and resources.

Special Reports – Periodic Center prepared reports on major topics and products of Networking efforts.

Center Briefs – Designed to provide short overviews on major concerns.

Feature Articles from Our Newsletter – topical articles.

Selected Reprints of Journal Publications and Chapters Clarifying the Center's Approach to Mental Health in Schools

If resources listed on the following pages interest you, you can download them from our website, or use the order form or call, write, fax, E-mail or send a carrier pigeon asking for a hard copy (for the cost of copying and postage)

Contents of this Catalogue Are Organized According to the Following Topics:

I. Systemic Concerns

- A. Policy Issues & Research Base
  1. The Concept of MH in Schools
  2. Addressing Barriers to Student Learning
  3. MH in Schools & School Reform and Restructuring
  4. Research Base
  5. Rethinking Student Support
  6. Integrating School and Community

- B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services
  1. Collaborative Teams
  2. Mapping and Analyzing Resources
  3. School-Community-Family Connections
  4. Restructuring Student Support Programs
  5. Financial Strategies
  6. Evaluation, Quality Control, and Standards
  7. Sustainability and Scale-Up
  8. Reframing Staff Roles and Functions

- C. Developing Comprehensive, Multifaceted, and Integrated Approaches

- D. Building System Capacity and Networking

II. Program/Process Concerns

- A. Program Areas
  1. Classroom Enhancement & Youth Development
  2. Support for Transitions
  3. Crisis Response and Prevention
  4. Home Involvement
  5. Student and Family Assistance
  6. Community Outreach (including Volunteer Participation)

- B. Processes to Develop Comprehensive Approaches & School-Community Connections
  1. Enabling Component
  2. School-Based Health Centers
  3. Financing

- C. Staff Development Tools

III. Psychosocial & Mental Health Concerns

I. Systemic Concerns

A. Policy Issues & Research-Base

1. *The Concept of MH in Schools*

a. ***About Mental Health in Schools*** (Introductory Packet, 4/02) – an overview of what the term "Mental Health in Schools" means; a subset of the Center's resources and documents are highlighted. *

b. ***Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*** (Cadre Report, 5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. *

c. ***Comprehensive & Multifaceted Guidelines for Mental Health in Schools*** (Newsletter article, Fall, `01) – Outlines the guidelines from the Policy Leadership Cadre for Mental Health in Schools document: *Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations.* *

d. ***Mechanisms for Delivering MH in Schools*** (Newsletter article, Winter, `01) – Excerpts from draft developed by the Policy Leadership Cadre for MH in Schools, outlining guidelines, describing delivery mechanisms, and much more. *

e. ***New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers*** (Center Report, Feb`02) – can be used as a foundation as different groups develop a concise presentation to(a) highlight the need and vision for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development and also (b) stress the type of major systemic changes that are involved. *

f. ***Toward a comprehensive policy vision for mental health in schools*** (Chapter, in press) by Howard Adelman & Linda Taylor (in M. Weist, S. Evans, & N. Tashman (Eds.), *School mental health handbook.* Lawrence Erlbaum.)

g. ***Advancing mental health in schools: Guiding frameworks and strategic approaches*** (Chapter, in press) by Linda Taylor & Howard Adelman (in K. Robinson (Ed.), *Advances in school-based mental health.* Creative Research.)

h. ***Mental health in schools: Moving forward*** (Article, 1998) by Howard Adelman & Linda Taylor (in *School Psychology Review, 27,* 175-190.)

i. ***Mental health in the schools: Promising directions for practice*** (Article, 1996) by Linda Taylor & Howard Adelman (in *Adolescent Medicine: State of the Art Reviews, 7,* 1-15.)

j. ***Mental Health in Schools: Emerging Trends.*** (Newsletter article, Winter '96) – overview of the need to include a focus on MH in schools as part of efforts to address barriers to student learning. Highlights emerging trends and implications for new roles for MH professionals. Includes tables outlining the nature and scope of students' needs, the range of professionals involved, and the types of functions provided. *

k. ***The Maternal and Child Health Bureau's Initiative for Mental Health in Schools*** (Center Report, May '98) – Summarizes proceedings of a summit held in 1998. Includes a brief description of the two National Centers and five State Projects, brief analysis of some key similarities and differences among the state projects, complementary activity of the two national centers, lessons learned, and future directions *

2. *Addressing Barriers to Student Learning*

a. ***Fundamental Concerns About Policy for Addressing Barriers to Student Learning*** (Article, 1999) by Howard Adelman, Chris Reyna, Robert Collins, Judy Onghai, & Linda Taylor (in*Reading & Writing Quarterly, 15,* 327-350.)

b. ***Addressing Barriers to Learning: Closing Gaps in Policy & Practice*** (Summer, '97) – Sums up the Center 1997 Policy Report [*Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice*]*

c. ***Thinking About and Accessing Policy Related to Addressing Barriers to Learning*** (TA Sampler, 2/98) – Information on various resources discussing policies and initiatives relevant to addressing barriers to learning (e.g., general perspectives, conceptual models and state initiatives, issues and implications pertinent to policy making for educational reforms, improving educational standards/learning outcomes). *

d. ***Early Development and Learning from the Perspective of Addressing Barriers*** (Intro Packet, 5/01) – Includes discussion of the field, and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness, and good practices for promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references *

e. ***Early Development and School Readiness from the Perspective of Addressing Barriers to Learning*** (Center Brief, 11/01)

f. ***Mental health in schools: A federal initiative*** (Article,1999) by H.S. Adelman, L. Taylor, M. Weist, S. Adelsheim, B. Freeman, L. Kapp, M. Lahti, & D. Mawn *Children's Services: Social Policy, Research, and Practice 2*(2), 95-115.

g. **Reports from the *Coalition for Cohesive Policy in Addressing Barriers to Development and Learning*** – This network is a broad-based, policy-oriented coalition of organizations who have a stake in addressing barriers to development, learning, and teaching, as well as concern for promoting healthy development. The Coalition's aim is to stimulate strategic efforts to foster policy integration and close policy gaps as ways to deal with the marginalization and fragmentation that dominates a great deal of prevailing practice.

   (1) ***The Coalition's Organizing Framework*** (5/98) – As a follow-up to the 1997 National Summit on Closing Gaps in School/Community Policy and Practice, this report outlines the coalition's rationale, its current status, purpose and vision, current activities, and subsequent plans. *

   (2) ***Initial Tasks and Guiding Frameworks*** (5/99) – distills, analyzes, and extrapolates work done 1999 steering committee meetings and integrates the consensus of what was explored with some frameworks to guide analyses of policy related to addressing barriers to development and learning. *

   (3) ***The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion*** (10/99) – Describes the policy problem, goals, and intentions of organizations involved in the *Coalition for Cohesive Policy.* *

   (4) ***Proposal for Policy Legislation: Restructuring Student Support Resources & Enhancing Their Connection with Community Resources*** (8/00) – A brief paper discussing new policy designed to encourage restructuring of school-owned student support resources. *

3. *MH in Schools & School Reform and Restructuring*

a. ***Reframing mental health in schools and expanding school reform*** (Article, 1998) by Howard Adelman & Linda Taylor (in *Educational Psychology, 33*, 135-152.)

b. ***Mental Health in Schools and System Restructuring*** (Article, 1999) by Howard Adelman & Linda Taylor (in *Clinical Psychology Review, 19*, 137-163.)

c. ***Looking at School Health and School Reform Policy Through the Lens of Addressing Barriers to Learning*** (Article, 2000) by Howard Adelman & Linda Taylor (in *Children's Services: Social Policy, Research, and Practice. 3,* 117-132.

d. ***Shaping the Future of Mental Health in Schools*** (Article,2000) by Howard Adelman & Linda Taylor (in *Psychology in the Schools, 37*, 49-60.)

e. ***Promoting mental health in schools in the midst of school reform*** (Article, 2000) by Howard Adelman & Linda Taylor (in *Journal of School Health, 70*, 171-178.)

f. ***Toward ending the marginalization of mental health in schools*** (Article, 2000) by Linda Taylor & Howard Adelman (in *Journal of School Health*, 70 210-215.)

g. ***Commentary: How school reform is failing to address barriers to learning*** (Center paper, 7/98).

h. ***Expanded School Reform*** (Newsletter article, Spring, '99) – Highlights expanded school reform models as implemented by the Memphis (TN) City Schools, the New American Schools' Urban Learning Center Model at Elizabeth Learning Center in Los Angeles, and the Central O'ahu (HI) District. The focus in each is on comprehensive, multifaceted, and integrated approaches to enable learning by addressing barriers to development/learning/teaching.*

i. ***Moving Prevention From the Fringes Into the Fabric of School Improvement***(Article, 2000) by Howard Adelman & Linda Taylor (in *Journal of Educational and Psychological Consultation, 11*, 7-36.)

j. ***Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions*** (Center Report, Oct '96) – Based on a series of three regional meetings held by the Center, this report outlines next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development. *

k. ***Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions*** (Newsletter article, Fall, '96) – Summarizes the Center's 1996 policy report [*Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions* *

l. ***Open Letter to the Secretary of Education*** (Newsletter Article, Summer, '98) – Focuses on the reauthorization of programs under the Elementary & Secondary Education Act (ESEA) and the Goals 2000: Educate America Act. Underscores that prevailing policy marginalizes efforts to address barriers to learning, development, and teaching. This marginalization undercuts efforts to improve student achievement. *

m. ***Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning***(Newsletter article, Fall, '98) – Discusses major issues and trends related to social promotion from both an educational and psychosocial perspective. Highlights the need for support to enable *all* students to learn and *all* teachers to teach effectively.*

n. ***Opening the Classroom Door*** (Newsletter article, Spring, '01) – Discusses the inadequacy of new reforms in helping many students who manifest commonplace behavior, learning, and emotional problems. Recommendations include ways in which the classroom can be designed to (a) stress the necessity of matching both motivation and capabilities and (b) encompass both regular instruction and specialized assistance.*

4. *Research Base*

a. ***Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*** (Technical Assistance Sampler, 11/99) – provides outcome info from almost 200 programs grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support (including use of volunteers).*

b. ***Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*** (Center Brief, 11/00) *

c. ***Addressing Barriers to Learning & Promoting Healthy Development: Usable Research-Base*** (Newsletter article, Fall,'00) – Identifies a research base for policy makers clarifying the importance of and bases for initiatives to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance *

d. ***Education reform and the demands for an evidence-base and results*** (Article, 2002). by Howard Adelman & Linda Taylor (in *Data Matters*) see – http://www.georgetown.edu/research/gucdc/datamatters5.pdf

e. ***Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List*** (Resource Aid Packet 8/98) – Provides resources to statistical info on a broad range of topics on youth, mental health, education, etc. *

5. *Rethinking Student Support*

a. ***Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*** (Center Report, Sept. '98) – Discusses how school boards can take another critical step in reforming and restructuring school. Explores the need to build an enhanced focus on addressing barriers into a school board's committee structure and discusses lessons learned from a major district where the board has begun the process. *

b. ***New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*** (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools' think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. *

c. ***Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*** (Center Report, Oct.'99) – Discusses the need to restructure student support services and fully integrate them with school support; highlights the importance of weaving school and community resources together; discusses the need to rethink how school board's deal with these matters. *

d. ***Framing New Directions for School Counselors, Psychologists, & Social Workers*** (Center Report, Mar '01) – highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. *

e. ***Connecting Counseling, Psychological, & Social Support Programs to School Reform*** (Newsletter article, Winter, '00) *

f. **Reports from the *Policy Leadership Cadre for Mental Health in Schools*** – The purpose of this Cadre is to expand, link, and build the capacity of the pool of persons who provide policy leadership for MH in schools at national, state, regional, and local levels. This includes a policy focus on promoting social-emotional development and preventing psychosocial and MH problems, as well as policies related to treatment of mental illness.

   (1) ***Expanding Policy Leadership for Mental Health in Schools*** (7/99 – Policy Issues and Strategies) – reports on key policy concerns discussed at a mini-summit held in Washington, D.C.; outlines preliminary plans *

   (2) ***Report from the Regional Conferences*** (5/00) – explores a variety of policy related matters and outlines strategies for moving policy related to mental health in schools forward. *

   (3) ***Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*** (5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. *

6. *Integrating School and Community*

a. ***A Policy and Practice Framework to Guide School-Community Connections*** (Article, 1998) by Linda Taylor & Howard Adelman (in *Rural Special Education Quarterly, 17*)

b. ***Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice*** (Center Report, Sept '97) – distills and analyzes work done at a national summit and integrates the consensus with other sources of data. The status and implications of prevailing reform and restructuring initiatives are explored with respect to addressing barriers to student learning and enhancing healthy development. *

c. ***Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization*** (Article, 2002) by Howard Adelman & Linda Taylor. Paper commissioned by the National Association of School Psychologists and the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS). Published by the ERIC/CASS Clearinghouse. Accessible on the internet at: http://ericcass.uncg.edu/whatnew.html *

d. ***Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together*** (Center Brief, 12/00)*

B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services

1. *Collaborative Teams*

a. ***Working Together: From School-Based Collaborative Teams to School -Community-Higher Education Connections*** (Introductory Packet, 4/97) – Outlines models of collaborative school-based teams and interprofessional education programs. *

b. ***Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*** (Center Report, Mar '01) – pulls together the Center's work on resource-oriented mechanisms designed to ensure schools pay systematic attention to how they use resources for addressing barriers to learning and promoting healthy development. *

c. ***Establishing school-based collaborative teams to coordinate resources: A case study*** (Article, 1997) by Cynthia Lim & Howard Adelman (in *Social Work in Education, 19*, 266-277.)

d. ***Involving teachers in collaborative efforts to better address barriers to student learning*** (Article, 1998) by Howard Adelman & Linda Taylor (in *Preventing School Failure, 42*, 55-60.)

2. *Mapping and Analyzing Resources*

a. ***Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*** (Resource Aid Packet, updated 8/98) – Surveys for 6 program areas and related system needs that constitute a comprehensive, multifaceted, and integrated approach to address barriers and thus enable learning. The areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). *

b. ***Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*** (Technical Aid Packet, 3/02) – provides processes and tools for schools to use in taking stock of its resources related to addressing barriers to learning and rethinking how the resources can be used to greatest effect *

3. *School-Community-Family Connections*

a. ***School-Community Partnerships: A Guide*** (9/02) – highlights the concept of school-community partnerships; reviews the state of the art to underscore directions for advancing the field; provides tools for those interested in developing and improving the ways schools and communities work together *

b. ***Connecting Schools, Families, and Communities*** (Article, 2000) by Linda Taylor & Howard Adelman (in *Professional School Counseling, 3,* 298-307.*)*

c. ***School Community Partnerships from the School's Perspective*** (Newsletter article, Winter '99) – Discusses issues and offers recommendations to enhance school-community partnerships *

d. ***Community Outreach: School-Community Resources to Address Barriers to Learning*** (Training Tutorial, 2/02) *

e. **School-community relations: Policy and practice** (Chapter, in press) by Linda Taylor & Howard Adelman (in Fishbaugh, et al., (Eds.), *Ensuring safe school environments: Exploring issues– seeking solutions*. Lawrence Erlbaum)

f. ***Creating school and community partnerships for substance abuse prevention programs*** (Article, in press) by Howard Adelman & Linda Taylor (in *Journal of Primary Prevention.)* Commissioned by SAMHSA's Center for Substance Abuse Prevention.

g. ***Organization Facilitators: A Change Agent for Systemic School and Community Changes*** (Center Report, Feb. `01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. *

4. *Restructuring Student Support Programs*

a. ***School-Linked Services and Beyond*** (Newsletter Article, Spring, '96) – Discusses contributions of school-linked services and suggests it is time to think about more comprehensive models for promoting healthy development and addressing barriers to learning. *

b. ***Restructuring Education Support Services: Toward the Concept of an Enabling Component*** (Monograph,1996) by Howard Adelman (Kent, OH: American School Health Association.)

c. ***Restructuring education support services and integrating community resources: Beyond the full service school model*** (Article, 1996) by H.S. Adelman (in *School Psychology Review, 25*, 431-445.)

d. ***System reform to address barriers to learning: Beyond school-linked services and full service schools*** (Article, 1997) by Howard Adelman & Linda Taylor (in *American Journal of Orthopsychiatry, 67,* 408-421.*)*

e. ***Pioneer Initiatives to Reform Education Support Programs*** (Center Report 6/00) – Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning.

   (1) **Full Report: *Pioneer Initiatives to Reform Education Support Programs*** – In May, 2000, a group of leaders involved in pioneer initiatives to reform and restructure education support programs participated in a "summit." This report extrapolates basic implications from work being done by such initiatives; provides a context for such work, attempts to distill the essence and richness of the initiatives; and explores some next steps. *

(2) **Executive Summary:** ***Pioneer Initiatives to Reform Education Support Programs*** *

(3) **Materials from:** ***Pioneer Initiatives to Reform Education Support Programs*** *

f. ***New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*** (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools' think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. *

g. ***Organization Facilitators: A Change Agent for Systemic School and Community Changes*** (Center Report, Feb. '01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. *

h. ***Lessons learned from working with a district's mental health unit*** (Article, 2002) by Linda Taylor & Howard Adelman (in *Childhood Education, 78,* 295-300.)

5. *Financial Strategies*

a. ***Financial Strategies to Aid in Addressing Barriers to Learning*** (Introductory Packet, updated 3/00) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *

b. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) *

c. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) *

6. *Evaluation, Quality Control, and Standards*

a. ***Evaluation and Accountability: Getting Credit for All You Do!*** (Introductory Packet, updated 9/00) – Emphasizes evaluation as a tool to improve quality and to document outcomes. Focuses on measuring impact on students, families and communities, and programs and systems. *

b. ***Evaluation and Accountability Related to Mental Health in Schools*** (Technical Assistance Sampler, 12/97) – info on conceptual models, cost analysis, methodology, outcome measures, quality indicators, evaluation guidelines and standards). *

c. ***Accountability: Is it Becoming a Mantra?*** (Newsletter article, Winter, '98) – Discusses accountability and evaluation from the perspective of the society, the institution of schooling, and specific youngsters and families*

d. ***Expanding the Framework for School Accountability*** (Newsletter article, Spring, '00) – discusses the necessity of going beyond the current overreliance on academic testing if society and students are to be well-served *

e. ***Aligning School Accountability, Outcomes, and Evidence-Based Practices*** (Article, 2002) by Howard Adelman & Linda Taylor (in *Data Matters* Spring/Summer 2002, Issue #5).

7. *Sustainability and Scale-Up*

a. ***Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*** (9/01) – explores how to integrate newly developed approaches into the fabric of existing support programs and services *

b. ***New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*** (Center Brief 6/01)*

c. ***Toward a scale-up model for replicating new approaches to schooling*** (Article, 1997) by Howard Adelman & Linda Taylor (in *Journal of Educational and Psychological Consultation, 8,* 197-230.)

d. ***Scaling-Up Reforms Across a School District*** (Article, 1999) Linda Taylor, Perry Nelson, & Howard Adelman (in *Reading & Writing Quarterly, 15*, 303-326.)

8. *Reframing Staff Roles and Functions*

a. ***Framing New Directions for School Counselors, Psychologists, & Social Workers*** (Center Report, Mar '01) – highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. *

b. ***Organization Facilitators: A Change Agent for Systemic School and Community Changes*** (Center Report, Feb. '01) – Stresses that ubstantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. *

C. Developing Comprehensive, Multifaceted, and Integrated Approaches

1. ***Addressing Barriers to Learning: New Directions for Mental Health in Schools*** (Continuing education modules, 5/97) – to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *
2. ***Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*** (Training Tutorial, 2/02) *
3. ***Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component*** (Quick Training Aid 4/02)
4. ***Introduction to a component for Addressing Barriers to Student Learning*** (Center Brief, 6/01)*
5. ***A School-Wide Component to Address Barriers to Learning*** (Article, 1999) by Howard Adelman, Linda Taylor, & Mary View Schnieder (in *Reading & Writing Quarterly, 15*, 277-302.)
6. ***Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning*** (Article, 2002) by Howard Adelman & Linda Taylor (in *Childhood Education, 78,* 261-268.)

7. ***Comprehensive Approaches & Mental Health in Schools*** (Newsletter article, Winter '97) – Discusses the enabling component, a comprehensive, integrated approach that weaves six main areas into the fabric of the school to address barriers to learning and promote healthy development for *all* students *
8. ***CSSS - Hawai`i's Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools*** (Newsletter article, Summer, '01) –
9. ***Opening the Gates: Learning Supports at Elizabeth Learning Center – A New American Schools Demonstration Site in the Los Angeles Unified School District.****
10. ***Guides for the Enabling Component – Addressing Barriers to Learning and Enhancing Healthy Development*** (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.
    - a. **Getting from Here to There: A Guidebook for the Enabling Component** (10/97) – This is the **unabridged** guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
    - b. **A Guide to the Enabling Component** – abridged version – as included in the Learning Center Model, which is one of the New American School Models (11/96)

D. Building System Capacity and Networking

1. ***School counselors and school reform: New directions*** (Article, in press) by Howard Adelman & Linda Taylor (in *Professional School Counseling*.)
2. ***Mental Health in Schools: Expanded Opportunities for School Nurses*** (Article, 1997) by H.S. Adelman, L. Taylor, B. Bradley, & K.D. Lewis (in *Journal of School Nursing*, *13*, 6-12.)
3. ***Clinical psychology: Beyond psychopathology and clinical interventions*** (Article, 1995) by Howard Adelman (in *Clinical Psychology: Science and Practice*, *2*, 28-44.)
4. ***Toward Enhancing Resource Center Collaboration*** (Center Report June '01) – In May, 2001, sixteen resource centers met for an interchange about enhancing formal connections; next steps were formulated for advancing an initiative for increased resource center collaboration.*
5. ***Special Center Compilations/Catalogues*** – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the "Gateway to a World of Resources . . ."). For those who need the info in hard copy format, the following compilations can be ordered.
    - a. ***Clearinghouse Catalogue*** (Resource Aid Packet, updated regularly) – contains annotated descriptions of articles, books, reports, programs, tools, etc.; these are organized under three general categories: systemic; program/process; & psychosocial/MH concerns*
    - b. ***Consultation Cadre Catalogue*** (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns *
    - c. ***Catalogue of Internet Sites Relevant to Mental Health in Schools*** (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools *

d. ***Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies*** (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children's mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. *

e. ***Where to Get Resource Materials to Address Barriers to Learning*** (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings *

II. *Program/Process Concerns*[*]

A. Program Areas

1. *Classroom Enhancement and Youth Development*

a. ***Classroom Changes to Enhance and Re-engage Students in Learning*** (Training Tutorial, 2/02) *

b. ***Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling*** (Continuing Education Modules, 2/01) – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.*
>Has an accompanying set of expanded **readings and the beginnings of a toolkit**that can be used with modules. *

c. ***Enabling Learning in the Classroom: A Primary Mental Health Concern*** (Newsletter article, Spring, '98) – Discusses how the concept of and practices related to *classroom-focused enabling* enhances a teacher's array of strategies for working with a wide range of individual differences (including learning and behavior problems) and creating a caring context for learning in the classroom *

d. ***Personalizing Classroom Instruction to Account for Motivational and Developmental Differences*** (Article, 1999) by Linda Taylor & Howard Adelman (in *Reading & Writing Quarterly, 15*(4), 255-276.)

e. ***Assessing to Address Barriers to Learning*** (Introductory Packet, 1/97) – Discusses basic principles, concepts, issues, and concerns related to assessment of barriers to student learning; also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning. *

f. ***Promoting Youth Development and Addressing Barriers*** (Newsletter article, Fall, '99) – Discusses how current policies focus too much on solving problems and too little on strengthening supports and opportunities to increase potential; synthesizes resources related to (1) promoting development and learning and (2) addressing factors that can interfere with healthy development and appropriate learning. *

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[*] Resources covering additional program and process concerns related to specific types of psychosocial problems can be found in Section III of this catalogue.

g. ***Protective Factors (Resiliency)*** (Technical Assistance Sampler, 4/99) – Contains a sample of resources and links discussing protective factors and resiliency; fostering resilience is presented as requiring a focus on policy and environmental changes *
h. ***Early Development and Learning from the Perspective of Addressing Barriers*** (Intro, Packet 5/01) – Includes discussion of the field and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness and promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references. *
i. ***Early Development and School Readiness from the Perspective of Addressing Barriers to Learning*** (Center Brief 11/01)*

2. *Support for Transitions*

a. ***Support for Transitions to Address Barriers to Learning*** (Training Tutorial, 2/02)
b. ***Easing the Impact of Student Mobility: Welcoming & Social Support*** (Newsletter article, Fall, '97) – Underscores the vital role of welcoming and social support in every school; discusses phases, key tasks, elements, and activities to ensure that mechanisms and processes are in place *
c. ***What Schools Can Do to Welcome & Meet the Needs of All Students and Families*** (Guide to practice, 12/97) – focuses on early-age interventions, primary prevention, and addressing problems soon after onset; includes discussion of schools as caring, learning environments; welcoming and social support; using volunteers to assist school adjustment; understanding and responding to learning problems and students' psychosocial and MH needs; program reporting; and more *
d. ***Welcoming and Involving New Students and Families*** (Technical Aid Packet, 10/97) – guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools *
e. ***After-School Programs and Addressing Barriers to Learning*** (Technical Aid Packet, 4/01) – discusses how schools implement prevention and corrective activities through on-site after-school involvements; resources also is useful for planning programs for before-school, recess, and lunch periods, weekend, and holiday periods, and generally making schools community hubs to enrich learning opportunities and provide recreation in a safe environment. *

3. *Crisis Response and Prevention*

a. ***Violence Prevention and Safe Schools*** (Intro Packet, updated 3/00) – Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice *
b. ***Responding to Crisis at a School*** (Resource Aid Packet, updated 9/00) – Provides guides and handouts for crisis planning, training staff, school-based crisis teams; contains handouts for staff, students, and parents. *
c. ***Crisis Assistance and Prevention: Reducing Barriers to Learning*** (Training Tutorial, 2/02) *
d. ***School-Based Crisis Intervention*** (Quick Training Aid, 2/02) *

e. ***Behavioral Initiatives in Broad Perspective***(Technical Assistance Sampler, 5/98) – info on behavioral initiatives (e.g., state documents, behavior and school discipline, behavioral assessments, model programs, school wide programs, and assessment instruments) *
f. ***Behavioral Problems at School*** (Quick Training Aid, 7/02) *

4. *Home Involvement*

a. ***Parent and Home Involvement in Schools*** (Introductory Packet, updated 6/00) – Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed. *
b. ***Home Involvement in Schooling*** (Training Tutorial, 2/02) *
c. ***Guiding Parents in Helping Children Learn*** (Technical Aid Packet11/97) – Specially designed for those who work with parents and other nonprofessionals; consists of a "booklet" to help nonprofessionals understand what is involved in helping children learn; contains info about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance; also includes guides and basic info parents can use to enhance children's learning outcomes*

5. *Student and Family Assistance*

a. ***Labeling Troubled and Troubling Youth: The Name Game*** (Newsletter article, Summer, '96) – Underscores bias inherent in current diagnostic classifications for children and adolescents and offers a broad framework for labeling problems on a continuum; implications for addressing the full range of problems are discussed *
b. ***Students & Family Assistance Programs & Services to Address Barriers to Learning***(Training Tutorial, 2/02) *
c. ***Re-engaging Students in Learning*** (Quick Training Aid, 3/02) *
d. ***Re-engaging Students in Learning at School***(Newsletter article, Winter, '02) – Focuses on motivational considerations related to re-engaging students who have disengaged form classroom learning *
e. ***Screening/Assessing Students: Indicators and Tools***(Resource Aid Packet,10/01) – provides resources relevant to screening students experiencing problems; includes a perspective for understanding the screening process and aids for initial problem identification and screening *
f. ***Assessing & Screening*** (Quick Training Aid ,3/02)*
g. ***Assessment Strategies for School-Based Mental Health Counseling***(Article, 2001) by Rachel Grier, Leslie Morris, & Linda Taylor (in *Journal of School Health*, 71, 467-469.)
h. ***School-Based Client Consultation, Referral, and Management of Care***(Tech. Aid Packet, 1/97) – Outlines processes related to problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prereferral intervention and referral as a multifaceted intervention. Examples of tools to aid in all these processes are included. *
i. ***Case Management in the School Context***(Quick Training Aid , 5/02) *
j. ***Enlisting Appropriate Parental Cooperation and Involvement in Children's Mental Health Treatment*** (Article, 2001) by Linda Taylor & Howard Adelman (in *The Mental Health Desk Reference*, Eds. E.R. Welfel & R.E. Ingersoll. Wiley: New York.)

- k. ***Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs*** (Introductory Packet, updated 8/98) – Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*; describes approaches for including students with disabilities in regular programs *
- l. ***Beyond placement in the least restrictive environment: The concept of least intervention needed and the need for continuum of community-school programs/services*** (Paper, 1998) by Howard Adelman & Linda Taylor (prepared for a forum sponsored by the National Association of State Directors of Special Education.)
- m. ***Confidentiality and Informed Consent*** (Introductory Packet, 11/96) – Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms. *
- n. ***Confidentiality: Competing principles, inevitable dilemmas*** (Article, 1998) by Linda Taylor & Howard Adelman (in *Journal of Educational and Psychological Consultation*, *9*, 267-275.)
- o. ***Confidentiality*** (Quick Training Aid 4/02)
- p. ***Students and Psychotropic Medication: The School's Role*** (Resource Aide Packet, 12/96) – contains aids related to safeguards and provides info on the effects and monitoring of various psychopharmacological drugs used to treat child and adolescent psycho-behavioral problems. *
- q. ***School-Based Mutual Support Groups (For Parents, Staff, and Older Student)*** (Technical Aid Packet, 8/97) – focuses on steps and tasks for establishing mutual support groups at a school. The sequential approach involves (1) working within the school to get started, (2) recruiting members, (3) training them on how to run their own meetings, and (4) offering off-site consultation as requested. The specific focus here is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff. *

6. *Community Outreach (including volunteer participation)*

- a. ***Community Outreach: School-Community Resources to Address Barriers to Learning*** (Training Tutorial, 2/02)
- b. ***Volunteers to Help Teachers and School Address Barriers to Learning*** (Tech. Aid Packet, 9/97) – Outlines ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support; clarifies steps for implementing volunteer programs in schools, recruitment and training procedures, and key points to consider in evaluating volunteer programs; also includes resource aids and model programs.*

B. Processes to Develop Comprehensive Approaches & School-Community Connections

1. Enabling Component

- a. ***Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component*** (Quick Training Aid 4/02) *
- b. ***Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*** (Training Tutorial, 2/02) *

c. ***Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development*** (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.
  (1) ***Getting from Here to There: A Guidebook for the Enabling Component*** (10/97) – This is the unabridged guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
  (2) ***A Guide to the Enabling Component – abridged version*** – as included in the Learning Center Model, which is one of the New American School Models (11/96)

2. School-Based Health Centers

a. ***School-Based Health Centers*** (Technical Assistance Sampler 7/98) – sampling of general references, facts & statistics, funding, state & national documents, guides, reports, model programs *

b. ***Mental Health and School-Based Health Centers*** (Guide to Practice , 9/97) – introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation *

3. Financing

a. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) *

b. ***Financial Strategies to Aid in Addressing Barriers to Learning*** (Intro Packet, updated 3/00) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *

c. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) *

C. Staff Development Tools

1. ***Understanding and Minimizing Staff Burnout*** (Introductory Packet, updated 6/02) – Addresses sources and symptoms of burnout; identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout. *
2. ***School Staff Burnout*** Newsletter article, (Spring, '02) – When school staff don't feel good about themselves, it is unlikely they will be effective in making students feel good about themselves. *
3. ***School Staff Burnout*** (Quick Training Aid, 7/02) *

4. ***Addressing Barriers to Learning: New Directions for Mental Health in Schools*** (Continuing education modules, 5/97) -- to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *
5. ***Cultural Concerns in Addressing Barriers to Learning*** (Introductory Packet, 1/97) -- Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. *
6. ***Mental Health and School-Based Health Centers*** (Guide to Practice , 9/97) -- introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation *
7. ***Using Technology to Address Barriers to Learning*** (Technical Assistance Sampler, updated 8/02) -- A sampling of advanced technological applications and tools *
8. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) *
9. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) *
10. ***Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*** (9/01) -- explores how to integrate newly developed approaches into the fabric of existing support programs and services *
11. ***Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*** (Training Tutorial, 2/02) *
12. ***Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component*** (Quick Training Aid 4/02) *
13. ***Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling*** (Continuing Education Modules, 2/01) -- Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.*
    >Has an accompanying set of expanded **readings and the beginnings of a toolkit**that can be used with modules.*
14. ***Re-engaging Students in Learning*** (Quick Training Aid, 3/02)*
15. ***Classroom Changes to Enhance and Re-engage Students in Learning*** (Training Tutorial, 2/02) *
16. ***Assessing & Screening*** (Quick Training Aid ,3/02)*
17. ***Behavioral Problems at School*** (Quick Training Aid, 7/02) *
18. ***Violence Prevention*** (Quick Training Aid 2/02)*
19. ***Bullying Prevention*** (Quick Training Aid 2/02)*
20. ***Students & Family Assistance Programs and Services to Address Barriers to Learning*** (Training Tutorial, 2/02)
21. ***Confidentiality*** (Quick Training Aid 4/02) *
22. ***Case Management in the School Context*** (Quick Training Aid , 5/02) *

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23. ***Support for Transitions to Address Barriers to Learning*** (Training Tutorial, 2/02) *
24. ***Crisis Assistance and Prevention: Reducing Barriers to Learning*** (Training Tutorial, 2/02) *
25. ***Suicide Prevention*** (Quick Training Aid, 2/02) *
26. ***School-Based Crisis Intervention*** (Quick Training Aid, 2/02) *
27. ***Home Involvement in Schooling*** (Training Tutorial, 2/02) *
28. ***Community Outreach: School-Community Resources to Address Barriers to Learning*** (Training Tutorial 2/02)*
29. ***School Staff Burnout*** (Quick Training Aid, 7/02) *
30. ***Mental Health in Schools: New Roles for School Nurses*** (Continuing Education Modules, 4/97) – to assist nurses in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *
31. ***Special Center Compilations/Catalogues*** – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the "Gateway to a World of Resources . . ."). For those who need the info in hard copy format, the following compilations can be ordered.
    - a. ***Clearinghouse Catalogue*** (Resource Aid Packet, updated regularly) – contains annotated descriptions (e.g., articles, books, reports, programs, tools, etc.); these are organized under three general categories: systemic, program/process, and psychosocial/MH concerns. *
    - b. ***Consultation Cadre Catalogue*** (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns *
    - c. ***Catalogue of Internet Sites Relevant to Mental Health in Schools*** (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools *
    - d. ***Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies*** (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children's mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. *
    - e. ***Where to Get Resource Materials to Address Barriers to Learning*** (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings *

III. *Psychosocial & Mental Health Concerns*

1. ***Dropout Prevention*** (Introductory Packet updated, 9/00) – highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem. *
2. ***Learning Problems and Learning Disabilities*** (Introductory Packet updated, 8/02) – identifies learning disabilities as one highly circumscribed group of learning problems, and outlines approaches to address the full range of problems. *
3. ***Sexual Minority Students*** (Technical Assistance Sampler, 9/00) – sampling of concerns facing sexual minority students and staff, including: violence, homophobia and prejudice, social and psychological issues, suicide and health, coming out. Also included are programs for supporting sexual minority students and enhancing school policy *

4. ***Teen Pregnancy Prevention and Support*** (Introductory Packet updated , 9/98) – describes model programs and resources and offers an overview framework for policy and practice *
5. ***Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment*** (Guide to Practice ,1/99) – provides frameworks and strategies to guide schools as they encounter psychosocial problems including five of the most common: attention problems, conduct and behavior problems, anxiety problems, affect and mood problems, and social and interpersonal problems. It also explores ways to increase a school's capacity to prevent and ameliorate problems. *Designed as a desk reference aid.* *
6. ***Attention Problems: Intervention and Resources*** (Introductory Packet, 1/99) – assessment and treatment of attention problems; excerpts from a variety of sources, including fact sheets and classification schemes; intervention are discussed – ranging from environmental accommodations to behavior management to medication. *
7. ***Attention Problems in School*** (Quick Training Aid, 9/02)*
8. ***Conduct and Behavior Problems in School Aged Youth*** (Introductory Packet, 4/99) – a range of conduct and behavior problems are described; interventions are discussed – including exploration of environmental accommodations, behavioral strategies, and medication *
9. ***Behavior Problems: What's a School to Do?*** (Newsletter article, Spring '97) – discusses the need to go beyond discipline and social skills training to account for the underlying motivational bases for students' behavior when designing intervention programs *
10. ***Behavioral Problems at School*** (Quick Training Aid, 7/02) *
11. ***Bullying Prevention*** (Quick Training Aid 2/02)*
12. ***Violence Prevention*** (Quick Training Aid 2/02)*
13. ***Social and Interpersonal Problems Related to School Aged Youth*** (Introductory Packet, 2/99) – overview of social and interpersonal areas of competence and problems; discusses the importance of accommodations, as well as strategies designed to change the individual *
14. ***Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth*** (Introductory Packet, 2/99) – variations in degree of problem are discussed; interventions are described ranging from environmental accommodations to behavioral strategies to medication. *
15. ***Affect and Mood Problems Related to School Aged Youth*** (Introductory Packet, 3/99) – info on the symptoms and severity of a variety of affect and mood problems, as well as information on interventions – ranging from environmental accommodations to behavior management to medication *
16. ***School Interventions to Prevent Youth Suicide*** (Technical Assistance Sampler, updated, 3/00) – Provides info on the problem and gives overviews on the topics of assessing suicide risk, prevention activities, and aftermath assistance.*
17. ***Suicide Prevention*** (Quick Training Aid, 2/02)*
18. ***Youth Suicide/Depression/Violence*** (Newsletter article, Summer, '99) – a list of risk factors is presented along with some general guidelines for prevention.*
19. ***Substance Abuse*** (Resource Aid Packet, 1/97) – Offers guides to schools on abused drugs and indicators of substance abuse; includes assessment tools and reference to prevention resources. *
20. ***Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches*** (News article, Summer,'00) *

Current QuickFind Topics

The QuickFind search feature on our website provides easy access to resources from our Center and direct links to other resources. A topical menu is provided. Each QuickFind reflects a response to a technical assistance request on a given topic. The following are a recent list of topics, but additions are made regularly.

- Abuse (incl. sexual assault & harassment)
- After School programs (and evaluation)
- Alternative Schools & Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder
- Barriers to Learning
- Behavior and mass media
- Bullying
- Burnout
- Business support for Schools
- Case Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Children and poverty
- Children of alcoholics and substance abusers
- Chronic Illness: Info and coping
- Classroom Management
- Classroom Focused Enabling
- Collaboration - school, community, interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (including interagency release forms)
- Conflict Resolution in Schools
- Crisis Prevention and Response
- Cultural competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Discipline Codes and Policies
- Domestic violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health & Mental Health Reports
- Emotionally Disturbed Visually/Aurally Impaired Students
- Emotionally Disturbed Children
- Empirically Supported Interventions for Children's Mental Health
- Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed
- Environments that support learning
- Evaluation of Programs to Address Barriers to Learning
- Fact Sheets related to MH in Schools and addressing barriers to learning
- Family Counseling and Support
- Financing and Funding - General Material
- Funding Sources: Surfin' for funds
- Gangs
- Gay, Lesbian, & Bisexual Issues
- Grief & Bereavement
- Hate Groups: Helping Students and Preventing Hate Crimes
- Homeless Children and Youth
- Hotlines
- Individuals with Disabilities Education Act – Accommodations/Inclusion
- Immigrant Students and Mental Health
- Juvenile justice and mental health
- Legal/ethical Issues in School Health/Mental Health
- Mapping School and Community Resources
- Medicaid and Managed Care for School-Based Mental Health
- Memoranda of Agreements (including joint agency agreements, MOUs)
- Mental Health Curriculum
- Mental Health in Schools - Sampling of References
- Mentoring
- Model Programs Information
- Motivation
- Native American students
- Needs & Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parent Education
- Peer relationships and peer counseling
- Physical and somatic complaints
- Policy related to mental health in schools and addressing barriers to learning
- Post traumatic stress
- Prevention for Student "At Risk"
- Resilience/Protective Factors
- Rural School Mental Health
- Safe Schools & Violence Prevention
- School Avoidance
- School Based Health Centers
- School and Community Collaboration
- School Linked Services
- Self-esteem
- Social Promotion
- Social and Emotional Development and Social Skills
- Staffing Student Support Systems
- Statistical Information on Mental Health and Education Related Topics
- Student and Family Assistance - Outcomes
- Substance Abuse
- Suicide prevention
- Support for Transitions
- Sustainability of Initiatives
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialities
- Threat Assessment: Resources & Cautions
- Tolerance
- Transition Programs/Grade Articulation Tutoring
- Volunteers in Schools
- Youth Development
- Zero Tolerance

Some opportunities the Center Offers You

(1) Join the **Practitioner Listserv**
This listserv networks those working at school sites (those who are school-employed and those mental health practitioners who work for community agencies at school sites).If you or any colleagues want to be added to this electronic network send us an email at smhp@ucla.edu or indicate below and fax or mail back this form.

____ Please add me to the *Practitioner Listserv* (provide email address below)
Also add the following individuals:

(2). Want to join the **Consultation Cadre?** (See the Center Website for a description of this Group - http://smhp.psych.ucla.edu)

____ Please contact me about the *Consultation Cadre*

(3) Want to Join the ***Policy Leadership Cadre for Mental Health in Schools?*** (See the Center Website for a description of this Group)

____ Please contact me about the *Policy Leadership Cadre*

(4) Want to receive our free **Newsletters**?

____ Send me the monthly electronic *ENEWS* (provide email address below)
____ Send me the quarterly topical *Addressing Barriers to Learning* (provide mailing address below)

Your Information

Name ______________________________ *Title* ______________
Agency ____
Address ____
City ______________________________ *State* ____ *Zip* ________
Phone (____)____________________ *Fax* (____)________________
Website ____________________ *Email:* ______________________

Return this form by fax to (310)206-8701 or mail to the address listed below.

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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Note: A small fee is charged to cover copying, mailing, and handling for most items. See our clearinghouse's order and invoice form for details.

For further information, you can contact the center at:
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